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The A.T.A. Magazine

OFFICIAL ORGAN OF THE
ALBERTA TEACHERS' ALLIANCE, INC.
Magistri Neque Servi



MAY, 1933



Public Servants to Public Servants

A SERIOUS threat to the success of a tenure Bill is the combination of small minded members of country school boards and men who employ large numbers of people, both of which groups say they will "hire and fire" people who work for them. This is an attitude which is difficult to meet. The answer to these people, whether or not it is convincing, is that men on public boards, even though they may claim the godlike right to rule over others, are after all only servants of the public and have no inherent right to dismiss other servants of the public except for proved ineffectiveness in their work. They have less right to exercise authority in dismissals than they have in their own business.

—From Report of the Committee on Teacher Tenure,
American Federation of Teachers.

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Official Organ of the Alberta Teachers' Alliance, Inc.

Vol. XIII.

EDMONTON, MAY, 1933

No. 9

HOBBIES

THE SAFEGUARD OF DEMOCRACY

Wm. Wallace, M.A., F.R.S.E.

(Continued from the previous issue)

VIII.

It follows from what I have said that education for the worthy use of leisure has become an urgent necessity, without which Society can no longer safely enjoy the benefits which science has placed at the service of humanity. In that sense, if in no other, what is called education today would by no means be an adequate preparation for the days that are ahead of us.

Should any one—a champion of the present system, for example—retort that neither I nor anyone else knows what is ahead of us, I would agree without demur. But I would ask him what, *in that case*, is the use of loading up the children with traditional programs of instruction, presumed to be representative of the present constitution of Society, as a guide for their future conduct, when that constitution appears to be near its demise. And I would appeal to him to abandon his exclusive policy of "transmitting inheritances", and adopt the policy which is indicated by the theoretical connotation of the word 'education' itself. If we cannot foresee what is ahead of us, the best we can do for the children is surely to endeavour to draw out their native faculties, whatever these may be, to the highest pitch of efficiency of which they are *individually* capable, leaving the children to apply their training to their respective tasks, as their actual circumstances develop.

Our champion of things as they are might here again retort that, as we cannot know what undeveloped children are individually capable of, we cannot make suitable provision for their individual training. My answer to that would be that children have already begun to develop personal tendencies when they are transplanted from home to school; and that it is only necessary at first to provide accommodation and equipment, in a general way, for the children to continue the employments already commenced; supplementing the equipment subsequently as their requirements indicate. Children readily find the occupations proper to their actual nature and capacity when the necessary means are available.

There has been a strange oversight in the past in the development of public school organization. In the earlier days of public schools, before education was made compulsory, *literacy* was the sole objective of the curriculum. The statesmen who initiated the movement looked upon it as a means of "educating their masters" (the new democracy of a century ago), so as to make them more accessible to political ideals; and they measured the efficiency of the new schools for the working classes by the general increase of literacy. The wage-earners themselves, especially the mothers, saw in them a means of emancipation for their young hopefuls from the grime and toil of their fathers' occupations, and gladly paid the fees demanded. The schools were filled with young aspirants to clerical and professional occupations, in which, at the time, there was a rapidly expanding demand for new recruits.

There remained outside a large body of children whose parents were too poor to afford school fees, or who were not considered clever enough to be worth the cost of schooling. These were sent out as soon as possible to earn what they could as errand boys, as child labor in mine or mill, or at a trade.

And so, when education was made compulsory, and therefore free, a considerable addition was made to the population of the schools, which was but little interested in school attendance, and still less in literacy. Yet no allowance was made in the curriculum: *literacy continued to be the sole objective.*

As the result of protests, concessions have been made, in most systems, for the inclusion of certain manual activities in the curriculum. But such concessions have remained voluntary and 'on the side'. The real, the compulsory objective of the modern school curriculum is still, for each and all, literacy.

It is a direct consequence of these two facts—the compulsory clause of the Education Law, and the dominance of the literacy feature of the program—that there is today, in every school, a not inconsiderable residuum of unsuccessful pupils who leave school branded as dull and incompetent laggards, *who may be only laggards in literacy.*

It is a cruel injustice, and grave political unwisdom, to compel the attendance of *all* children at school, and then to provide only for such as are by nature capable of, and interested in literacy. Capacity of any kind can only be developed by the exercise of it; and the school age of the laggards in literacy, the most critical period of their lives, is left barren of useful results, because it is presumed that they have no other capacity worth educating; while the laggards themselves go out into life sore and discouraged, and bearing an unjustified brand of incompetence. A dangerous temper to start life with!

After all literacy is not the *key to life*. It is without doubt an important aid and accelerator in the attainment of efficiency in many phases of life, such as commercial and professional life and citizenship. It may be for some the key to inexhaustible sources of rational pleasure in after life, and an indispensable aid in the pursuit of many worthwhile hobbies. But it is not even the most important line of preparation for industrial life. And—most serious of all—it is *not life itself* for children of school age; notwithstanding it presumes to monopolize the interest and energy of all children for the seven most precious years of their lives, or more.

The *proper* occupation of all children and youth, prior to adult life, is getting acquainted with the world around them, by personal probing into the nature and relations of the things that touch them, and trying out their discoveries so as to serve such purposes as appeal to them personally. *Exploration* for knowledge, and *application* of knowledge acquired to useful purposes interesting to the young exploiters, should alternate in endless sequence. Infants begin to *exploit* their environment as soon as they become con-

scious; and, as they proceed from feature to feature, interest grows, real knowledge accumulates, and their faculties develop according to their natural bent. Till school breaks in!

So too, the activities of adult life are just exploitation of the various features of human environment. Indeed the exploitations of young people are for the most part inspired by the occupations of their elders. Industrial life is exploitation of natural resources; commercial life, of the consumers' market; political life, of the social will; religious life, of the human spirit. First, last, and all the time, life is but exploitation of human environment, material, social, and spiritual. It is a fatal mistake to interrupt it during the critical years of formal education.

The performance, under the teacher's guidance, of graded tasks in any kind of manual occupation undoubtedly develops interest and skill and judgment, which is all to the good. But it is not exploitation, and it misses one of the most desirable objectives of this kind of activity, the cultivation of personal initiative.

The application of literacy to the study of the records of other peoples' exploitations in books, as in literature, science, geography, history, etc., might provide useful inspiration and guidance to students in their own exploitations, were they so occupied collaterally. But they are not—so far at least as the school is concerned; and so the critical period of school life interposes a long and disastrous digression from those experiential occupations which are the whole content of real life, and which must be resumed in adult life. Among the serious consequences of that diversion of activity may be mentioned:

- (1) lapse of interest in the real concerns of life, and the substitution of adventitious and extraneous interests;
- (2) atrophy of personal aptitudes, the development of which is left to chance opportunities at home and elsewhere out of school;
- (3) loss of invaluable vocational guidance, which, under a rational system, would be furnished by the growing consciousness of personal aptitude, that inevitably results from all persistent self-cultural effort.

As the pursuit of a hobby is but the exploitation of a favorite feature of the environment, it should now be clearly seen that the paucity of hobbyists in adult society is the direct result of this failure of the common school to realize the practical meaning of life. It should also be clear that the problem of the "laggards in literacy" is due to the same defect in common-school organization.

It follows that the same provision that would serve to sustain the natural efforts of our young people in general to get practically acquainted with the world around them, by exploiting their environment would, at the same time, furnish a hopeful chance for those who have little or no interest in literacy, but who might be induced thereby to try harder to acquire sufficient proficiency in it to serve their

needs. The issue in all cases would be the widest cultivation of personal aptitude, and of a truer appreciation of real values; the development of individual consciousness of personal bent; and the encouragement of worth-while pursuits, as hobbies, which would carry over an invaluable process of self-culture into the expanding leisure of adult life. And the secret of that issue—of these issues—would be the personal interest which accompanies every kind of voluntary effort.

One other feature of the situation remains. It is perhaps more urgent and important than any that has been discussed. I am thinking about the religious side of education. The Roman Catholics have persistently declined to relinquish control of their schools to secular authorities. Otherwise modern education has, for the most part, become secularized. It is an urgent question today whether secularization of education has not proved a cause of demoralization among our adolescent youth, resulting, in the limit, in many of them straying into ways of crime.

That it has is the considered opinion of many social thinkers. They maintain that religious sentiment, properly inculcated, engenders brotherliness, than which there is no more effectual safeguard against social injustice and social unrest. But I do not believe that that end can be served by any treatment of the subject which makes use of the Bible as an ordinary text-book. Not discipline, nor any of the usual informative methods of instruction, but appeal to the highest and deepest human sentiments, must be the method of inculcation employed. That might require a revolution in the staffing of the schools; but it might be worth-while at that. The issues at stake are large.

Many attempts have been made to restore the Bible in our schools; but denominational prejudice has always proved an insurmountable obstacle. It is worth remarking, however, that recent movements towards union among protestant denominations, on a large scale, promise to create an atmosphere much more favorable to the restoration of religious instruction. It is difficult to see how else the widespread disinclination to take life seriously, which I have referred to as one of the most dangerous features of the present situation, can be combatted.

It appears then that there are two major changes required in the organization of our common-school objectives, in order to meet adequately the urgent need of the near future. These are,—and with that I conclude these reflections:

- (1) the resumption of religious instruction—in the emotional rather than the intellectual sense;
- (2) a reduction in the literacy program, and the organization of adequate opportunity for all children to pursue individually the acquisition of real knowledge of the environment through personal experience.

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Highlights of Easter Week

Monday, April 17.

Annual General Meeting, Alberta Teachers' Alliance Officers' Reports

Vigorous reports from our President and Secretary. All remarked upon the courage and brilliance of Mr. Brock's annual report, and many thought that John Barnett, in his comprehensive analysis of the educational crisis here and elsewhere, had outdone even his energetic and indefatigable self. During the course of the convention several speakers complimented the President and the Secretary on their reports—but read them for yourselves in this issue.

Fraternal Delegates

Mr. Carl E. Berg, Representative of Alberta Federation of Labor.

"We can congratulate you on increased membership at a time when diminishing numbers is an almost universal experience. As Labor representative, we give credit to your organization for providing men, who in the Legislative halls and in the City Councils ably present the cause of labor. Our people have struggled in the past to secure for the children of the workers the educational advantages we now possess, and at this critical time we protest against any curtailment of these services, and that position we will maintain. Expand—yes; but curtail them—never."

Mr. R. W. Ellis, Representative of the Civil Service Association of Alberta:

"Were I a trustee, my stand would be: Every teacher join up with the A.T.A. It needs you; you need it. We, in our organization have learned through experience that co-operation pays. We stand firmly on the principle of working together for the benefit of all."

Mr. S. A. G. Barnes, representing the Alberta School Trustees' Association:

"I assure you that many of our members are as sure as you are that \$70 a month is meagre pay for a teacher's work. I speak for them and apologize for the others." Mr. Barnes then touched upon the need for teachers to help in the great work of temperance among youth, and made a sincere and earnest appeal for their co-operation.

Mr. Elmer Roper, representing the Canadian Labor Party:

This speaker lauded idealism in its broader sense, but urged upon his hearers the need for the more practical idealism that saw the faults of the present and tried to remedy them. "Take things in easy stages and examine everything before deciding on improvement."

Tuesday, April 18.

Annual Convention Alberta Educational Association Cross Roads and Cross Purposes Address by C. L. Gibbs, M.L.A.

"Under the capitalistic system there must be stagnation unless there is a piling up of debts." "The industrial mechanism of the world is working at only twenty-five per cent of its capacity." "In Great Britain today there are 1,000,000 people living in greatly reduced circumstances, while in the U.S. John D. Rockefeller had paid an income tax of \$6,000,000." "The Empire on which the sun never sets has been largely built up by people on whom the sun never shines." These are some of the most striking sentences from a stirring address in which Mr. Gibbs indicted the present system and stated that we stood at the Cross

Roads; two courses are open to us—a retreat to feudalism and more primitive methods of production, or an advance through co-operation to a social order based on production for use, not for profit. Teachers, he thought, would have to express an opinion as to what social order they wanted.

E. J. Garland, M.P.

(1) The Educational System Under the New Social Order.

In his afternoon address Mr. Garland emphasized the necessity for training citizens rather than individuals. The time has come for a reconstruction of the philosophy of life; the psychology of competition must give way to the new ideal of co-operation. Education fails unless it interprets knowledge in terms of contemporary conditions. He deplored the tendency to cut down educational facilities, "I am afraid that legislators and even taxpayers will eventually reap the seeds of illadvised economy if they curtail our educational system. We can't afford a gap in the continuity of our educational process. The greater the gap, the greater will be the effect on succeeding generations."

(2) The Depression and the Way Out.

Mr. Garland's evening address was frankly political. In a speech crammed with information he charged the present economic system with failure to meet the demands of a changing world. Increasing unemployment, constantly lowered purchasing power, a growing burden of debts are conditions obvious to even the most indifferent. "The 'Law of the Jungle' under which the present code finds us is wrong. We must work for the common good of the community, not for the good of the chosen few." Mr. Garland urged his hearers to study the policies of the C.C.F. which in his opinion offered a way out.

Wednesday, April 19.

Isolation of Australia from other sections of the cultured world made it difficult for authors, poets, artists and others culturally-inclined to make their way, declared Mrs. Andrew R. Osborn in addressing the 23rd annual convention of the Alberta Educational Association at Edmonton during Easter Week.

She strongly urged any teachers present, who had an opportunity to visit the great land "down under" under the exchange system, to do so, as it would be a great education.

There was prevalent in Australia, a more or less inferiority complex as regards native talent, said Mrs. Osborn. It was difficult for the native born to gain recognition.

However, if an author or artist left native shores and won success in foreign lands, then people at home would realize that "perhaps there is something to him after all."

Various sectional meetings were held during the morning. "Educational Costs" was the subject of G. A. McKee, Superintendent of Edmonton Schools. In his address he told of the difficulty of financing during the present crisis. Many people were requesting the authorities to institute an educational system which would carry with it more technical training. Technical training was expensive training and therefore, at the present time, it would be impossible to institute such. Alberta, at the present time, had an educational system which is the least expensive of any system in Canada.

A. L. Doucette, B.A. Sc., inspector, speaking on "What is New in Geography," outlined a recent method for teaching geography in the lower grades. His address was of great interest to the rural teachers as he had an advanced method for combining the physical side of geography with an interesting problem method.

Speaking on "Mental and Educational Tests," Dr. C. B. Willis declared that the administrators of the present educational system must be placed on a more scientific basis.

"The great need in education is for better trained men in the positions of principals, and inspectors and more diversified courses of study. To get a more accurate idea on a teacher's work it is necessary to conduct tests both at the beginning and end of the school year and in this way measure the progress of each individual pupil in terms of class average," he said.

* * *

Mr. Ira Dilworth, M.A.

Mr. Dilworth, principal of the High School, Victoria, B.C., adding a charming personality and a beauty of diction to his well-thought out address was sufficient answer to those who think we must import our speakers from other lands. It is difficult to give the content of his two addresses—so much would be lost in charm of delivery, choice of words, and apt quotation. The lasting impression he left with his audiences is that teaching is a regeneration and revivification of the spirit through the awakening of appreciation.

* * *

Thursday, April 20.

Elmer E. Roper

"Is There A Way Out?" Mr. Roper, resuming where Mr. Gibbs and Mr. Garland left off, traced our present industrial system back to the Industrial Revolution. Up till about one hundred and fifty years ago, man did most of his work by hand or with the aid of animals. Since the Industrial Revolution, through a series of progressive inventions we have been quickly mastering the problem of production. We are baffled now, not by failure to produce, but by failure to solve the problem of distribution. A few financial magnates hold the world's goods in their control, while the hungry and workless are supplied neither with money nor with work to earn money. The cistern of the wealthy man is full, and the poor man who helped to fill it, cannot pump enough water for a drink.

* * *

The Annual General Meeting of the Alberta Teachers' Alliance resumed and concluded on Thursday afternoon.

Echoes

"Education is a profession and guessing should not be done in measuring intelligence." Dr. C. B. Willis.

"Literature is a subject to be approached from the artistic side. The sounds of music, harmonious words, beautiful similes should be stressed rather than content." Mr. F. G. Buchanan in "Literature in Senior Grades".

"And just as we think we have achieved unity and co-operation, that sinister influence severs the hands that are clasped in friendship." C. O. Hicks, speaking on "The Sinister Influence."

* * *

Flashes

Dr. Willis looking for I Q's and entering them on his chart.

The General Secretary launching into an account of one of his favorite lawsuits.

H. D. Ainlay suggesting that there be more fun and frivolity at the next convention.

Effie Reid promising not to be frivolous at Executive meetings.

George Clayton displaying his bridge prize.

The banquet and dance Wednesday evening.

Anybody trying to get the best of C. G. Elliott.

Anybody trying to find all the delegates on Thursday afternoon.

Thanks are due to the Edmonton newspapers for the excellent way in which they covered the week's activities day by day.

ANNUAL GENERAL MEETING ALBERTA TEACHERS' ALLIANCE, INC., 1933

PRESIDENT'S REPORT

Ladies and Gentlemen:—

I beg to submit to you the Sixteenth Annual Report of the Alberta Teachers' Alliance, Inc. This is at once a pleasurable and responsible duty, for my report contains the doings of your Central Executive and our Provincial Alliance during the most trying period in its history, a period when due to the abnormal conditions through which we are passing, great strain has been laid on the organization in order that it may retain the high standard of its previous attainment in safeguarding both the interests of its membership and its closely related and kindred interest, that of education in general. Today as never before teachers are facing grave situations in respect to tenure of office, jeopardized on the one hand by the under-bidding of their less fortunate brothers, determined if possible to escape the humiliation of the "bread line", and on the other hand driven down in living conditions by a malicious and carping section of the public press bent on destroying every progressive movement in the field of education, in its endeavor to bring teaching to the same level as the most depressed occupation.

Public opinion, largely due to this latter agency, has become biased, and running rampant, is becoming a harsh master. It would seem that our system of education, built up by heroic efforts to be second to none in Canada, is about to be sacrificed to the great God Mammon disguised in the hypocritical robes of economy. Our political leaders and civic government officials appear too weak to face the true situation of affairs and, so short-sightedly, allow major savings to be made on the finest things and only minor savings on the things of least importance. What a spectacle! Not a hand raised to force the bonded-interests of our country to share equally with the laboring interests in meeting financial needs, but always the cry of the monger economist and the shameless press who would despoil every branch of human service for the selfish interests of its capitalistic masters. True it is that certain curtailments in the educational processes are justifiable and necessary, but when a municipality spends more money in beer halls and picture houses than it does on its schools and sets in deliberately to restrict the educational opportunity of the innocent child, it is time a stock-taking was begun. Why should the boy of today not receive as good an education as the boy of the "boom" period, and why should the teacher, who, after all, is the mainstay of our system, be treated to such shameless tirades of a degenerate press, when as a group we compare very favorably with any other body of citizens in respect to our loyalty and public beneficences? Rural disabilities to pay teachers their meagre salaries and urban inclinations to destroy schedules and lower stipends to an uncalled-for degree, threatened the very soul of the system. Again the sorry complaints of an indigent government in withholding a "Pension Scheme" for Alberta teachers on grounds which we have proven, time and time again, to be illogical and untenable, parches the very spirit of the faithful teacher and withers the flower of enthusiasm with which he is expected to approach his daily task.

Under conditions such as these, and out of which there appears to be no immediate chance of recovery, however, shines one exultant star, which alone has relieved the monotony of retrogression, and proven the solidarity of our common interests—"that is our increased membership". This is most gratifying at a time when salaries are not all being paid and when numerous teachers are endeavoring to subsist on disheartening allowances. The Central Executive, therefore, have been encouraged in their task of directing to the best possible advantage, the well-being of our Alliance, by the very splendid response in membership. This has

been increased, as our Secretary's report will show, by upwards of seven hundred over the year 1932. I desire now to deal with the more definite aspects of our year's work.

Organization and Executive Meetings

The first Executive meetings under my chairmanship were held on Thursday, March 31st, and Friday, April 1st, immediately following the 1932 A.G.M. The full personnel was present and working committees were formed as follows: Finance, Messrs. Clayton and Shortliffe; Law, the whole Executive; Publicity, Miss Robinson and the President; Curriculum, Mr. Hicks and Executive; Examinations, Messrs. Shortliffe, Clayton and Kostash; Pensions, the President and Executive; Current Events, J. D. Ferguson, M.A., Misses A. Campbell and R. J. Coutts, all of Calgary; Educational Research, Messrs. Hollinshead and Brecken of Calgary, and Messrs. Willis and Rosborough of Edmonton. This meeting authorized the Finance Chairman to purchase a new duplicator machine for the office. It also arranged for a meeting of the liaison committee of the A.T.A., with that of the A.E.A., to go into the matter of the proposed amalgamation of the two bodies. Mr. R. D. Webb was granted a two years' purchase option on the remaining stock held by the Alliance in the Western Canada Institute.

On July 1st the Executive met in Edmonton for its mid-summer meeting, all members of the Executive being present except Mr. J. E. Appleby who was absent on account of illness. At this meeting Mr. C. O. Hicks resigned as chairman of the Curriculum Committee and Mr. H. G. Beacom of Calgary was appointed in his place. The Executive accepted with deep regrets Mr. Hick's resignation, and herein acknowledge the fine services he has rendered the Alliance in that capacity over a period of time. Mr. J. D. Ferguson was named as second A.T.A. representative on the University Matriculation and High School Examinations Board, with Miss M. Crawford, who has served so capably for a number of years. The Executive also regretfully accepted the resignation of Mr. M. L. Watts as Chairman of the Examinations Enquiry Committee of the C.T.F. Messrs. Clayton, Kostash and Barnett were named a committee to investigate any offers on the part of insurance companies for group policies. If it is the wish of the delegates here assembled, your incoming President, Mr. Clayton, will present to you later a report on same. The A.T.A. committee appointed to meet the A.E.A. committee was named as follows:—President, Mr. Brock, Past-President Hicks, Vice-President Shortliffe, Mr. Kostash and our General Secretary-Treasurer.

During Christmas week the Executive met as usual in Calgary. Special reports of the committees to date were

received and further recommendations made. The law cases before our Executive were dealt with and recommendations made. The idea of creating one new geographical district in the North, and of re-dividing the two Southerly districts was up for discussion, but owing to present difficulties, any action was delayed for the time being. If this question is opened at the Convention, I assure you the matter will be given full consideration. A pleasing feature of the December meeting was the banquet at the Hudson's Bay Store, arranged by Miss Grace Robinson of Calgary, and featured by a very fine address delivered by Mr. Miskew, M.L.A., on the present provincial situation. This has become a much looked-for affair, and considering financial conditions was again well patronized.

A most important resolution was passed during this session following a delegation received from the Calgary Locals of the A.T.A., and one which, if endorsed by this Convention, will clear the air on rights of minorities within the organization. The resolution unanimously adopted by the Executive, reads as follows:—

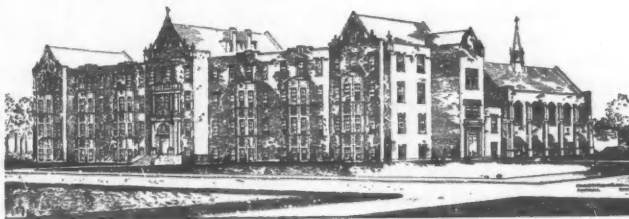
- (a) In cities where more than one local exists, the President of each local shall be required immediately upon assuming office to arrange for an adjustment committee to be organized, consisting of elected delegates from each and every local.
- (b) In cases where there exists a divergence of opinion as between the constituent locals or groups, in matters of concern to more than one local or group, there shall be no pronouncement made to the public or outside bodies with respect thereto, until such time as the adjustment committee shall have taken the dispute or disagreement under advisement, and until such time as the adjustment committee feels itself in a position to announce the consummation of an agreement and present a case concurred in by all. Such announcement of policy or presentation of case shall be by and through one person duly authorized by the adjustment committee.
- (c) In the event of the adjustment committee finding itself unable to compose such differences as may exist amongst the constituent organizations, such adjustment committee or any one of the constituent organizations may thereupon appeal to the Provincial Executive who, straightway, shall cause enquiry to be made and conference held. Pending the decision of the Provincial Executive as a result of such enquiry, joint conference or meeting, no action shall be taken by any of the constituent organizations.

As you see, it is self-explanatory and when read into the constitution will increase the influence of the organized

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locals in our cities and rural districts. Your Executive believes that the whole-hearted support of this Convention should be given to endorse this resolution and to make it part of our constitution.

Amalgamation of A.T.A. and A.E.A.

On July 9th the two committees met in the A.T.A. office at Edmonton to discuss the proposed amalgamation of the A.T.A. and the A.E.A. The A.E.A. was represented by its President, Mr. Clayton, Past President, Mr. Ferguson, and Messrs. Beacom, Clark, and Hedley. Mr. C. G. Elliott, mover of the amalgamation resolution was invited to attend. Mr. G. Clayton presided and the whole subject was debated by a committee of the whole. A motion favoring the amalgamation was at first voted down. A further discussion of the subject was entered into at which a plan of federation of all existing education bodies was discussed, its work being to carry out more effectively the Easter Convention. Representation on the Executive convening the Easter Convention was recommended as follows:—A.T.A., whole Executive, with two from each of the organizations known as Normal Staff Instructors' Association, and Public School Inspectors' Association, and one from the Department representing the Executive Heads. This plan was submitted to the organizations concerned and your Executive then held an adjourned meeting and decided finally to support a 1-1-1 basis of representation apart from our own Council membership, but that we would not allow this to stand in the way of the amalgamation if the 2-2-1 basis of representation was insisted upon.

On July 13th the joint committees again met and recommended that the A.E.A. be superceded by a federation of the various educational associations and that the personnel of the Executive of this new federation consist of the A.T.A. Executive together with two Normal School Instructors and two School Inspectors, and furthermore, that a suggested constitution be drafted and presented to the A.E.A. at its next regular meeting. Messrs. Clayton, Hedley, Barnett, and Shortliffe were named to prepare this proposed constitution. It was decided also that Messrs. Clayton and Hedley would present this matter at the next general meeting of the A.E.A. This is the present status of the movement to amalgamate these two bodies, and your President feels that the A.T.A. delegates should be fully informed on this subject.

Law Cases

The winning of the Steele-Smith vs. Acme School Board case in the Supreme Court of Canada must have resulted in a fine glow of satisfaction to the teaching body of this Province, revealing as it does, two fine characteristics of Alliance policy. The first of these is the restraint and conciliatory attitude adopted by the A.T.A. in respect to all cases in advising settlement outside of the Courts, and secondly, the determination of our Alliance to defend the honorable rights of any teacher, if need be, in the Supreme Court of Canada. It should also prove a salutary lesson to School Boards in seeking legal advice, not to be satisfied with other than that of legal experts.

As is always the case, when amendments to existing Legislation are passed, certain points develop which require to be tested as to their validity in the Law Courts. This year has proven to be no exception to this rule, for arising out of the 1932 amendments, when Clause 6 was shelved for the present law in respect to contracts, several cases are now pending in the Courts, notable amongst which are the Randall vs. Forfar S.D. case, and the Miller vs. Sundry S.D. case. It is to be hoped that the forthcoming conferences between representatives of the Trustees' Association and the Alberta Teachers' Alliance, as promised to be convened by the government under the chairmanship of the Hon. J. E. Brownlee, will result in the clarifying of all regulations governing ten-

ure and contracts, so as to practically eliminate any possible chance of litigation with its attendant inimical results.

Delegations to Government

The A.G.M. of 1932 gave wide discretionary powers to this year's Executive in respect to the disposition of its resolutions. Accordingly, it was decided to delay the presentation of the A.G.M. resolutions until closer to the Session of the Provincial Legislature, and also that the relative importance of the resolutions be left to the Executive in making its presentation. This course has been followed so that instead of presenting these early in July, no presentation was made until the 10th of December in the hopes that they would be not too readily forgotten. The matters dealt with on this occasion were arranged into two groups, namely those dealing with Legislative matters, and those dealing with intra-departmental matters. Mr. Kostash ably argued the retention of the present minimum statutory salary, and also that some uniform provisions be enacted governing advertisements for teachers. Mr. Clayton presented the curriculum resolutions. Mr. Shortliffe urged the need of "Larger Units of Administration" and again asked the Government to favor us with a reply to our resolutions. Mr. Hicks dealt with the subjects of Teacher Representation on Boards dealing with teacher training; Representation on the Board of Reference, and additional representation on the Examination Board. He recommended the creation of a Consultative and Advisory Board. Your President spoke to the resolutions on pensions, basing his plea on the wide-spread demand for the inauguration of a satisfactory scheme. He also urged that teachers returning to the profession after an extended holiday of five or more years should be required to take a refresher course. Also that steps be taken to curtail the over-supply of teachers by the elimination of one or more Normal schools, and that the teachers' security of tenure should be made more inviolable. Mr. Barnett asked that the amended legislation of the last Provincial Legislature as affecting contracts, be proclaimed in order to clarify our position in respect to impending law cases. He suggested, very kindly, that the Government refrain from intervention in all such cases. The deputation was very courteously received, and the following accomplished:—

- A. For the first time in our existence our resolutions were replied to by the Government.
- B. A Board of Reference, presumably to be a Board of one, and a Judge of the Supreme Court of Alberta, was suggested by the Honorable Premier as being suitable to the Government. This, however, has not yet been set up.
- C. Curtailment of Normal School attendance by raising the admittance qualifications, and the closing of one Normal School has been announced for next year.
- D. The desirability of retaining the minimum statutory salary has been acceded to.

Proposed Amendments to School Act.

An emergency meeting of all possible Executive members took place in Edmonton on Saturday, March 11th, to forestall, if possible, impending amendments to *The School Act*, as brought down in the House on March 9th by the Honorable Minister of Education. The placing of arbitrary powers in the hands of Inspectors of Schools, the suspension of the minimum salary and the authorization of school closings for indefinite periods were the matters discussed. Again your Executive feels justly proud of the unhesitating flood of protests poured into the hands of our Legislators against such discriminatory legislation. The following Saturday, March 18th, your Executive was permitted, in deputation, to assert your protests in respect thereto. We believe that the hand of ruthless discriminatory legislation has been stayed, and good definitely achieved for the whole teaching body.

Pensions

Your President, as chairman of the Pensions Committee,

has undertaken, with the whole-hearted consent of the Executive, the preparation of what we are pleased to call an "Emergency Scheme of Pensions". I believe there are great possibilities in it, regardless of the proposed withholding of any Government contribution until after the present conditions of financial stringency are over. The scheme as outlined by myself, and which appeared as an editorial in the March issue of *The A.T.A. Magazine*, has been formally presented to the Government. I desire here to thank Mr. B. L. Cook, Calgary, for his finely arranged and impressive plea for pensions on the occasion of the March 18th delegation. Mr. Brownlee has not yet replied officially to the suggestions contained in this emergency plan, but I hope to be able to report definitely on this matter before the close of the present conference.

Radio

Radio broadcasts have been suspended from our Provincial Alliance activities for the time being, owing to the cost, and to the unorganized nature of our publicity work as presently constituted.

Canadian Teachers' Federation

The meeting of the C.T.F., as planned for Regina, did not materialize last year. It was deemed inadvisable to spend much-needed money on such a conference. However, a meeting is anticipated this year to take place at either Winnipeg or Toronto. This fact makes any further report from me unnecessary, except to say that our reserve is sufficient to cover C.T.F. assessments.

Educational Research

This important phase of Alliance work has been ably carried on by the four gentlemen already named, and again proves the fact that teachers may in this way make a fine contribution to the philosophy of education.

Organization Work

A new departure has been attempted in the matter of the organization of district locals. It is believed that this will result in a renewed interest in Alliance affairs throughout our rural areas, and that the enhanced strength of the district locals will serve to curb unfair treatment being accorded our teachers by school boards within the bounds of these organized areas. It will assist in developing the morale of the whole organized body. This is a development which may well point the way to that other much needed reform, the creation of the "Larger Unit of Administration."

Magazine

The Alberta School Trustees' Association has seen fit to discontinue their section of *The A.T.A. Magazine*, and to publish one of their own. We wish them every success in their venture. I shall leave further details of this report to our General Secretary, Mr. Barnett, but I believe our policy in respect to the magazine's publication is one which should be well discussed by this Convention, as it is running our Alliance into paying increasing deficits.

Recommendations

In closing this brief report on our year's activities, may I be permitted to outline a few suggestions arising out of my closer observation of Alliance work.

1. That the publicity work be stressed during the coming year in order to combat much unfair and adverse criticism of the teacher and his work. This work should not be so localized, however, as to furnish the public with the option that it constitutes just so much more propaganda, but should be attempted in every geographical area and the expenses incurred therewith be shared by the Provincial Treasury in accordance with the amount of publicity undertaken.
2. That the effort of the Provincial Executive be directed and confined more and more to the achievement of some definite problem, so that its strength may not be dissipated in too many directions. True it is that there will

arise from time to time, new and pressing problems, but as a rule a problem like the creation of an Advisory Board, etc., can well afford to await its turn.

3. That in the matter of Conferences with the Department of Education the services of our solicitor be utilized. I am convinced that his handling of any amendment protests or matters involving legal technicalities arising therefrom, can be thus made much more efficacious. I desire here to express to Mr. Van Allen our appreciation of the manner in which he handled this matter of amendments during the last month.
4. That our Alliance use all possible means to promote a spirit of harmony and good will with both the Alberta School Trustees' Association, and the Department of Education in order to further the advancement of our common ideals in education. The stalemate condition that has obtained for some time, I am convinced, is largely due to certain antipathies and that a true spirit of co-operation is the only basis upon which progress can be made.

I am indeed delighted to hand over the reins of office to such a tried servant of our Alliance as Mr. George Clayton has proven himself to be. Under his judicious leadership the affairs of this Alliance are destined to advance during the coming year. I now extend to him most hearty congratulations upon his ascendancy to this high office, and tender him all possible support. With this I also acknowledge the splendid co-operation of our General Secretary, Mr. Barnett and of your Provincial Executive during the past year.

Respectfully submitted,

M. WARD BROCK.

President.

REPORT OF GENERAL SECRETARY-TREASURER

Mr. Chairman, Ladies and Gentlemen:

Nineteen thirty two and thirty three is past and gone. A year of misgivings, of danger to teachers and public education, of lowest prices, of business prostration carried through to the schools and to the teaching profession. Despondency and gloom seem to have settled upon everything and everybody. The burdens of the depression and the necessary readjustments accruing therefrom, shift in the direction of least resistance. However, as the returns show, the organization of the A.T.A. itself is one of the few shining examples of progress and extension. Teachers in larger numbers have awakened, apparently to the full realization that they must organize resistance to those who pursue a policy of yielding to the demands of "high pressure go-getters" who will take anything and everything within their grasp—economy mongers who would cut everything and everybody. And for what purpose—to ensure the sanctity (?) of contracts, to fill the capacious maw of bond and debenture holders, of exchange and interest mongers, there being no limit to what they will take if it is accommodatively offered to them.

The situation has advanced to the stage where teachers can see more plainly than ever their community of interest with other workers, especially those engaged in the public service. The organization rallies to the support of the schools and the defence of the teachers when legions of other organizations demand drastic reduction in budgets for education.

"In times like the present there is urgent need for a closing up of the ranks in the teaching service. This is no time for sectional aspirations and excursions subversive of the common interests and aims of the general professional body. It has been observed in times of natural danger that human nature on occasions of grave emergency invariably obeys this primitive impulse—the herd instinct—abandons its sectional differences and presents a united

front against the common peril." (American Teacher)

Teachers must realize that in these extraordinarily difficult times when the voice of the panic monger too often obtains a credulous hearing, and when panic legislation seems to be the first and only resource of bankrupt statesmanship, the noble and sacred cause of public education, to say nothing of teachers' professional standing and future prospects are gravely and perilously at stake. Sectional ambitions, dissension in the ranks, are in such circumstances to be deplored and condemned in the strongest possible terms. The call today is for unity, faith, co operation and determination!

Publicity

Since the inception of Alberta School Week, the policy has been followed of refraining from dealing with matters concerning the teachers' economic or social status—questions of salary, tenure etc. Recent experience has done not a little to convince the writer that the time has arrived to change this policy. It is apparent that the average person holding public office or the demigods of business and commerce, think and act in terms of speculative market values only—in the capitalization for private gain and improvement in production. Leadership in education (if ever it was real) seems to have disappeared altogether. Schools and teachers have been living in a fool's paradise, deeming that the nation was committed to democracy and free public education, that the constant war of the common man against the forces of ignorance and greed had resulted in decisive and final victory, that no power on earth would attempt or succeed in taking away from the poor the precious heritage of free and full education; that education was no longer a charity to be handed down solely to the rich.

Yet we cannot be so sure of these things today: with governments cutting down grants for education; raising of University fees thus effecting an elimination of those endeavoring to "work their way through"; boards of Trade and Chambers of Commerce, "business executives" on school boards, property owners' associations, etc., buy-the-cheapest-teacher taxpayers, all working and striving with a single aim—"Reduce the expenditures for education!" *Reduce* means cut down salaries or charge fees, shorten the term; but, of course, pay debentures and interest and exchange.

There are few lone voices crying in the wilderness: "Make straight the pathway of true democracy: the cutting down of educational facilities for the poor will mean disaster." An example in point is the *New York Times* which said recently:

"Do not let the needs of the hour, however demanding, or its burden, however heavy, or its peril, however threatening, or its sorrows or heartbreaks, make you unmindful of the defense of tomorrow, of those disciplines through which an efficient democracy is possible, through which the institutions of civilization can be perpetuated and sanctioned." "Big Business seems to be claiming, as never before, its right to the possession and retention of its privileges (not divinely ordained by any means), to cramp the development of the common man whose existence and progress has made function this assumed, divine privilege. They would have education the monopoly of the few, a monopoly of the select and elect."

It seems somewhat startling that Russia, Mexico and Spain, heretofore regarded as peculiarly backward nations, are the only nations in existence today who by their acts show they are really striving towards improvement in their educational outlook. The expenditure on Education in Spain in 1932 exceeded that in 1931 by 60,000,000 pesetas. In addition to this recurrent expenditure, a loan of 400 millions of pesetas is being applied to the building of 20,000 new schools. The estimates for 1933 exceed those for 1932 by a further 40 millions of pesetas. Similar particulars and statistics are available for both Russia and Mexico.

Since time immemorial teachers have been accustomed to listen to platitudinous expressions from politicians and public men addressing teacher gatherings regarding their listeners' intelligence and leadership; to listen to conventional utterances whose sincerity is belied elsewhere by the speakers' actions. Maybe, in this time of depression and disturbance; when loose, superficial thinking is so prevalent; when leadership and intelligence in educational matters seems so conspicuous by their absence, the teachers have a wonderful opportunity to fulfil their rightful mission. The challenge should be accepted and the gauntlet raised by us to fight the unsocial forces abroad and arrest the tendency to shift the burden of support for educational services from the shoulders of those best able to bear it to those of others—for example, the teachers. A good deal is heard of the burden of unemployment (and it is great) but few taxpayers in cities appreciate the fact that, in the majority of cases, salary cuts for civic servants and teachers have more than counterbalanced the locally borne unemployment relief costs.

The teachers have now reached their limit in being required to bear an unjust share of the burden of the upkeep of schools. The imposition on them goes further than the heavy cuts in salary. The per pupil costs of the educational services had declined steadily since 1919. How? Entirely through increasing the class load.

Educational and Other Expenditures

In actual dollars the expenditure for educational purposes in Canada between 1913 and 1929 has increased by 176%. But educational expenditures per capita in Canada are \$4.00 less per year than in the United States, for public education alone. Too much is spoken and written about the mounting costs of Education in Canada. The fact is there was an almost revolutionary change over the whole range of our national economic life during the last decade, and it can be shown to the satisfaction of any impartial person

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Write for Booklet to:—

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Department of Education,
Parliament Buildings,
VICTORIA, B. C.

that there has been no "wild orgy of extravagance" in education, this being a service which has participated in the general development only in a moderate degree altogether incompatible with the relative importance of that service. The increases cited below in normal and standard lines are culled from the Canada Year Book 1930 the first year being 1913 and the last 1928 or 1929.

	Increase %
Life insurance in force	427
Fire insurance in force	200
Bank reserves	400
Total provincial expenditures, Canada	233
Total provincial expenditures, Ontario	470
Total provincial receipts, Canada	256
Water power in Canada	240
Copper production	270
Export of newsprint	760
Pulp production	322
Expense in post office department	280
Capital invested in telephones	223
Revenue from telephones	315
Expenditure on canals	312
Consumption of cigarettes	370

Educational Expenditures in Alberta Show a Comparative Decline Since 1919.

All Schools

Year	Enrolment	Average attendance	Actual cost of operation	Average cost per pupil
1919	121,567	74,775	788,971.22	95.61
1928	159,086	119,084	9,466,675.00	79.49
1932	170,795	139,653	10,522,137.00	75.35

N.B. In assessing cost per pupil, the decline is more marked than the figures would indicate. The cost per pupil for High School is much higher than for Public School. The percentage of High School students has risen from 6.52% in 1919 to 16.53% in 1932—10%.

Expenditures on Non-Essentials, Alberta

Here are some noteworthy figures re Expenditures on non-essentials during 1930. The items marked "x" are 7% of the amounts given by the Dominion Bureau of Statistics. (The population of Alberta is approximately 7% of that of the whole of Canada).

The other items are computed from the Alberta Government Public Accounts and can easily be verified.

Chewing Gum and Popcorn	\$ 281,770 x
Jewelry	525,071 x
Cosmetics and Perfumes	646,290 x
Sporting Goods and Toys	792,629 x
Ice Cream	986,471 x
Soft Drinks	1,009,628 x
Tobacco, Cigars and Cigarettes	6,092,302 x
Candy	2,338,329 x
Passenger Automobiles—Purchased	10,142,658 x(a)
Beer and Hard Liquor (Including cost of permit)	8,013,059%
Amusement Tax, Turnover	3,082,768c
Horse races, (Parimutual Turnover) ..	\$1,802,278
	\$35,713,253

(a) Does not include cost of licenses, cost of upkeep, gasoline, wear and tear and depreciation on cars not purchased that year.

% Does not include cost of hotel licenses nor cost borne by the taxpayers, through Government Expenditures, of Liquor Law Enforcement Expense, itself amounting to \$88,441.62.

The total cost of operation of all schools, elementary and Secondary during 1930 was \$10,697,549—less than 30% of the amount spent on non-essentials.

The following letter from the Dominion Bureau of Statistics, Ottawa, in reply to one asking for figures with respect to how the Canadian Dollar is spent, is very illuminating:

"No data have ever been organized which would give the exact information requested in your favour of January 18th. The Bureau has made estimates of how the Canadian dollar is spent by the average middle class family, but these may be regarded as only approximate. In connection with its cost of living measurements, the Bureau estimates that a family of four or five with an income ranging from \$2,000 to \$2,500 will distribute budgetary expenditure as follows:

Foods	30%
Clothing	18%
Rent	20%
Fuel and Lighting	6%
Miscellaneous Items	26%

This last heading would include most expenditure relating to luxuries, education, taxation, religion, etc.

We do not think that direct taxation would account for more than 2% of the average urban dweller's income, and it might well be that this amount would be somewhat smaller. Of course, the average citizen contributes considerable amounts indirectly through customs taxes, excise taxes, etc., of which he is not aware at the time.

Direct educational expenditure is also likely somewhat below 2% of the average family total expenditure, but here again this estimate is of limited value since it does not include taxation for educational purposes.

Outlay for religious purposes would not likely exceed 1%.

All of these figures must be considered purely as estimates."

The figures in the letter speak for themselves and notwithstanding the groans of a certain type of taxpayer and publicly elected representative, they proclaim aloud from the house tops that the education of the future citizens of this province, of this Dominion, is not overburdening the pockets of the citizens: it is not receiving the consideration it rightfully demands.

Taking all these facts into consideration it looks as if the situation demands a change of policy with respect to Alberta School week. Teachers, it is suggested, should abandon the policy of refraining from dealing exclusively with educational philosophy and work in the school itself, and in their approach to the public during School Week and throughout the year, directly embark upon matters concerning the economics of education, and the teachers' position in the scheme—even if it involves propaganda for salaries, tenure, pensions, etc.

Membership

The year's returns of paid up members constitute not only a record but a particularly outstanding record, as the following comparative figures will show:

1928-29	1929-30	1930-31	1931-32	1932-33
2102x	2295x	2555x	2674x	3295x
89*	63*	77*	144*	67*
2191	2358	2632	2818	3362

x Number of Membership fees received during year.

* Still in good standing.

No reports are yet in from the provisional members signed up in the different Normal Schools and in the School of Education.

The policy of engaging field agents to obtain membership fees is costly but justifies itself. Practically all the agents employed by us were teachers out of employment.

Organization of Locals

Locals are fully organized and functioning in the following centres: Banff, Bellevue, Beverly, Big Valley, Blairmore, Bruderheim, Bulwark, Clyde, Calgary Local, Calgary Public School Men's, Calgary High School Men's, Provincial Normal School, Calgary, Canmore, Cardston, Castor, Chauvin Chipman, Coronation, Coaldale, Coalhurst, Coleman, Consort, Derwent, Edgerton, Edmonton Public School; Edmonton High School; Provincial Normal School, Edmonton; School of Education, University of Alberta, Edmonton; Edson, Ft. Saskatchewan, Galahad (Wheatland), Glendon (Beaver River), Grande Prairie, Grimshaw, Hillcrest, Innisfail (District), Lethbridge, Medicine Hat Public School, McLaughlin (Merton), Minburn, Rainier, Raymond, Red Deer Public School, Smoky Lake, Spirit River, Strathmore (Bow Valley), Stettler, Taber, Thorsby, Turner Valley, Vetteran, Vilna-Bellis, Vulcan, Radway-Waskatenau, Wetaskiwin, Willingdon.

In addition to the foregoing there has been a new—and successful venture undertaken this year—the formation of the District Association, a consolidation of a group of Locals under a joint Central Executive. There are three such organizations operating at the present time—Grande Prairie, Redwater-Spedden and Stettler Inspectorate. It is felt that the strength of the Local body is increased considerably as well as the influence and the social side of the local meeting. Of course, these District Associations cannot meet as often as can the small locals, but this venture is a step towards combatting the emergencies of the times and will widen out the influence of the organized teachers as well as give a broader educational and professional viewpoint, especially in the smaller centres. In making representations in behalf of the teachers of Alberta we want to be sure that we are voicing the opinions of the teachers of the Province and the only way to do this is to obtain the opinion of teachers from every section and consolidate it. The opinions passed on by these larger groups are therefore much more valuable in that they cover a wider range and are based upon discussions of greater scope. There is an essence of the wider unit of administration in the scheme.

The school principal in the town or village is the logical leader of the teachers in all matters educational and anyone who takes the lead in forming a local in his centre is rendering a real service to the cause of education as well as to the teachers of the area. The local is meant to be a stimulus and a pleasure as well as a means of obtaining teacher opinion on all matters educational and professional, and once the teachers have experienced this opportunity to meet together and "talk shop" they would not be without their local meetings. The rural teacher, all by herself, is inclined to feel that the A.T.A. exists for the city and town teacher, but the local really serves a two-fold purpose for the rural teacher. In the larger centres the local is inclined to gradually lose its social value but there is scope for this phase in most locals.

While we do not feel that the chief function of a professional organization is its concern for the upkeep of salaries, the local serves a more effective stay in this regard than is fully realized. The District Local especially is a breakwater for the spread of cuts from one school in an area to another. From a standpoint of economic concern, every larger centre should form a local to cover the surrounding area and we appeal to all centres to co-operate in this regard.

The effective work done by locals is evidenced in the response to an appeal from Head Office in regard to the School Bill re tenure and salary minimum. Within two days over 60 centres had responded and with this backing the Executive was able to at least stem the tide to some extent. Such splendid support was very helpful to your Executive

and undoubtedly strengthened their influence on this and other questions in evidencing the backing existing.

We have had a lot of correspondence along the line of "Why don't you do something in regard to salaries or unemployment if you want us to pay our fees?" We submit that there is no better way to show a solid front at this critical time than to have a local in every centre voicing the condition and re-action of teachers and to give the voice of your representatives weight.

The wide-spread interest in activities of the Alliance is shown by the fact that 96 persons have requested receipt of all circulars sent to local organizations. This is also an evidence of the desire for more local organizations and is an appeal for district leadership from the nearby town or village.

The services of Mr. A. J. H. Powell are very gratefully acknowledged in connection with the Organization Bulletins which have appeared from time to time in *The A.T.A. Magazine*. We hope Locals and others have followed these splendid features and that Mr. Powell will be encouraged to continue this work during the coming year.

Organization in the Normal Schools and School of Education

The returns from the Normal Schools have not yet been received. Locals have been organized in the Normal Schools at Edmonton and Calgary and in the School of Education.

The A.T.A. Magazine

The depression has seriously affected the volume of advertising in the Magazine, and for a second year it is necessary to report a "Net Loss" on the year's operations: in fact the loss on the Magazine is the only serious financial matter confronting us. Advertising income has diminished from \$5,738.80 in 1928 to \$2,684.89 in 1933, (eleven issues) a decline of \$277.27 per issue.

Every possible economy has been invoked—cutting down the size and number of pages: eliminating cuts as much as possible; sending out fewer complimentary copies. Strenuous efforts have been made to increase the number of advertisers but little could be done beyond retaining as many of our old patrons as possible. Members could do much by mentioning their Magazine when making purchases. Business firms are very susceptible to their patrons' suggestions in this regard; in fact mentioning an "Ad" is accepted as direct evidence of "results of advertising".

These members have given unstintingly regular high quality service without remuneration, month by month, and a formal resolution of thanks is due from the Alliance:

World Outside Section—Misses Campbell and Coutts and Mr. J. D. Ferguson, all of Calgary.

Research Column—Dr. M. E. Lazerte, Dr. Willis and A. E. Rosborough.

Marginalia—Dr. C. Sansom.

The manner in which articles have been received for publication, in the majority of cases entirely unsolicited, is a criterion of the splendid spirit of co-operation with the Magazine and the self-sacrificing spirit of the contributors to serve their brethren and the cause of education in a practical way. It is gratifying that the Editor has never been short of material for insertion.

Organizing Tours of the General Secretary

In the Spring it was decided to make an attempt to organize the Peace River country, and the General Secretary travelled through to Hythe and results are apparent in the Membership Roll and the list of new locals.

Since September last, to date the General Secretary covered approximately 5000 miles by automobile. He visited several centres, was successful in organizing several locals. He took charge of the Vermilion, Wainwright and Provost Conventions, all of which were held the week-end preceding Thanksgiving. In late October he visited Clyde, Athabasca and Lac La Biche one-day institutes. Also visited the

Innisfail Local. Later on he went to Camrose, down to Three Hills, from Three Hills to Sunnyslope, returned to Stettler, took charge of the Teachers' Convention there and addressed the Trustees' Convention, journeyed thence from Stettler to Calgary and to Medicine Hat; returned from Medicine Hat the Thursday before Remembrance Day and then went on to Lethbridge via Claresholm and Nanton, after the Crow's Nest Pass and Banff had been visited. It was very gratifying this year to visit these conventions and, in some cases, find that the members were almost 100% already written up, the agents having been in the field before hand. Other visitors to conventions have expressed the same satisfaction at having very little to do in the way of solicitation work at the conventions.

Conventions

The conventions throughout the province were allowed to continue again this year and, with the exception of a small institute at Trochu, a representative of the Alliance was present at every convention held in the this province during the fall. In addition to the Conventions abovementioned of which the General Secretary took charge, the following conventions were held, the name of the A.T.A. Representative appearing alongside: Edmonton Rural, H. A. Kostash; Lamont, M. W. Brock; Vegreville, G. Lambert; Olds, J. G. Niddrie; Camrose, J. Steele-Smith and W. D. Cutsungavich; Grande Prairie, J. C. Niddrie; Red Deer, Mr. F. W. Wootton; Hanna and Oyen, Miss G. Robinson; Calgary Rural, Mr. L. A. Walker; Lethbridge, C. W. A. Drader; St. Paul, H. R. Leaver; Edmonton Staff, C. O. Hicks; N. Alta., High School, M. W. Brock; S. Alta., High School, E. M. Petit; Peace River, D. W. Gould; High River, H. D.A. Inlay and A. J. M. Powell; Castor, G. A. Clayton, D. L. Shortcliffe.

\$840 Minimum Remains Intact

The following province-wide organizations went on record during the year as being opposed to any abolition or lowering of the Statutory Minimum salary of teachers: The United Farmers of Alberta, The Canadian Labor Party, The Alberta Federation of Labor.

The gratitude of the Alberta Teachers' Alliance is here-

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by expressed to these organizations for their sane attitude towards education and their sympathetic consideration of the teachers' economic position. The membership of these organizations is composed of citizens whose pockets have been lightened—emptied—possibly to a greater extent than any other section of the community, but, evidently they resisted the human tendency to sacrifice principle and idealism in exchange for immediate pecuniary advantage. More credit to them for deciding that the welfare of their children is placed first and foremost.

Much energy was directed during recent weeks by the Executive, with the splendid support of the Locals, to avoid certain proposed amendments to *The School Act* being enacted by the Legislature. It is gratifying indeed to announce that the efforts were attended with success.

The Executive expresses its heartfelt thanks and voices its pride at the wholehearted backing of the membership, particularly for the hundred per cent. co-operation of locals in endorsing the protests against the extremely discriminatory legislation as introduced in the recent Bill amending *The School Act* covering termination of agreements between teachers and school boards, and the statutory minimum salary. It is noteworthy also that, up to the time of writing, not a single instance has been brought to our notice of the press throughout the province being otherwise than unreservedly in support of the teachers' case in these respects, and the teachers owe a debt of gratitude to them.

Immediately upon the Bill being distributed, all available members of the Executive met in Edmonton. They decided to request a meeting with the Government at the earliest possible opportunity; they also notified all locals of the significance of the proposed new amendments to Section 157 of *The School Act* regarding "approval of an inspector", to termination of contract by a school board, and of the proposal to reduce the Minimum Salary from \$840 to \$600. The telegram to locals was despatched on the afternoon of Sunday, March 12; by Tuesday morning over 60 replies had been received—copies of wires despatched to the local member of the Legislature protesting against the proposed objectionable changes in the Act and appealing to the member to oppose them on the Floor of the House. Mass meetings of teachers were held spontaneously all over the province and their protests duly registered. The cities rose to the occasion nobly in support of their isolated confreres in the rural districts and the letter copied below shows their action was not lacking in appreciation:

Veteran, Alta., April 3rd, 1933.

Dear Mr. Barnett:

On behalf of the Veteran Local I wish to extend to you and the other Members of the Executive our sincere thanks and appreciation for the telegram and also for the prompt and courageous method of attack on the Government's proposed amendments.

We feel that even if we were ten thousand strong, our organization would avail but little without an active and conscientious Central Executive.

Would you also kindly extend our thanks to the Edmonton teachers for their en masse attendance and support at the Mass Meeting. The Rural and Urban teachers owe them a debt of gratitude.

Several teachers who attended our Local Meeting on Saturday, April 1, had not seen a newspaper. Needless to say they realized the benefit of having a local here.

We recommend the idea of sending telegrams, as it arouses more interest and gives greater impetus for a membership drive. The teachers realize that being a member is the only way they can assist.

Again we thank you for your efforts.

Secretary, Veteran Local.

The Executive accompanied by our Mr. Van Allen, K.C., Solicitor for the A.T.A. met the Premier and Minister of Education on Saturday, March 18. They were kindly received and the discussion was frank and full, the meeting lasting several hours. The interview resulted in arriving at a suggested basis of adjustment, and until *The School Bill* was enacted, touch was maintained by letter and interview between the Government and the Alliance, the latter through its Solicitor and General Secretary-Treasurer.

Here is the general background of the discussions:

(1) The Premier undertook to take charge of a conference of trustees and teachers on the question of appointment, dismissal and appeal against dismissal of teachers and endeavor to arrive at a mutual agreement, and in the event of its being necessary, in person to carry the question before the Trustees' convention.

(2) The Alliance undertook to have withdrawn the suit entered against an Inspector whom, it was alleged, had approved the termination of a teacher's agreement without enabling the teacher to be present at any enquiry or even to be informed of the parties making accusations against her or of enabling her either to read or hear the actual complaints.

(3) The Government would withdraw the section in the Bill providing for the Inspector's approval in termination cases (Section 157 of *The School Act*) to be final and not appealable to any authority—not even the courts. Also, the Minister would issue instruction to Inspectors with respect to procedure to be followed, precedent to "approving termination" of agreement: that the Inspectors be instructed to make reasonable inquiry into the grounds of application for approval to terminate and that both parties should be given a reasonable opportunity either personally or by agent, to state to the Inspector such answer or defence as they may see fit.

(4) The A.T.A. suggested that the Minimum Salary should not be touched but remain as at present, namely \$840 per annum. The Minister held that "in view of the increasing number of school districts finding it impossible to carry on schools, the Government did not feel its Inspectors should continue to bear the responsibility placed upon them during the past year." The Government at that time had come to no final decision as to whether the Statutory Minimum requirement should be suspended altogether for a year or the figure lessened considerably, say to \$600. We urged that under no consideration should the Minimum requirement be abolished or suspended, in view of the fact that the oversupply of teachers placed them in a position of helplessness and that many school boards would take undue advantage of the law of supply and demand. We suggested several alternatives to the proposals if the Government could not decide to leave the Statute as at present.

The last alternative of the A.T.A. was finally approved by the Government and adopted by the Legislature:—

This was the displacement until July 1st, 1934 of the proviso to Section 161, subsection (2) of *The School Act* by "Provided that upon request of a Board the Minister may authorize engagement at a smaller salary".

The effect of this amendment is that the Minister may now authorize engagement at a lower salary than \$840 per annum without the formality being essential that an inspector's investigation be held and certification by him of the inability of the Board to pay the minimum salary be forthcoming before the Minister may consent.

The thanks of the Alliance are due to the Government, particularly to the Minister and the Premier for their considerate treatment of the Teachers' recent representations. Our hopes are raised high that a decade of unsettled conditions and controversy in the Courts, the triangular dispute involving teachers, trustees and Department, over the matter of engagement and dismissal of teachers, may soon be-

come a "dream that is past and gone." If the Alberta educational system is to weather the storms ahead, the house must not be divided against itself. Suspicion must be displaced by trust, co-operation and determination to progress. Our plea for the amendment adopted by the Legislature is an earnest of trust and confidence in the Minister to exercise his discretion unfettered in a matter of paramount significance to every teacher in Alberta.

Other Legislation Affecting Teachers

At the last session an amendment was passed giving the Minister authority to sanction closing of schools at any time and relieving the board of their liability to pay salary during the period of such closing. And yet another providing that, instead of notice being given of termination of agreement, during June by the Board and during July by the teacher, the notice can be given at any time provided the contract terminates in July or August respectively. No other matters significant to teachers were included in the amending *School Bill*.

Contracts

Hopes of a final settlement of this matter were dashed to the ground at the last Convention of the Alberta School Trustees' Association which passed a resolution requesting the Government to repeal the amendments relating to Contracts and Board of Reference passed by the 1932 Session of the Legislature. The Government have decided, therefore, for the time being, not to proclaim them. It is suggested that the question did not receive fair consideration in view of the apparently organized filibuster against the new legislation, within the Convention itself. Not only did the trustees convention disavow the agreement made with the A.T.A. by their own Executive but passed a number of other resolutions relating to contracts and appeals against dismissals which were not consistent with the demand for repeal of the amendments; so that—(quoting *The Alberta School Trustees' Magazine*) "There is still a considerable divergence of opinion regarding contracts between teachers and school boards which is evident from the following resolutions which are also carried."

This being so, it is obvious that further negotiations are necessary, and teachers look forward to tangible results from the Conference to be called by the Premier between trustees and teachers, referred to elsewhere in this report.

Death of H. J. Spicer

Members of the Alliance will note with regret the passing after a prolonged period of ill health and serious illness, of the Past Registrar of the Department of Education. It is suggested that we should pass a formal resolution of sympathy with the widow and relatives of our late friend and earlier colleague, H. J. Spicer.

The Rural Teacher

The teaching body in the larger centres are urged to consider more than ever the precarious situation of their brethren not so fortunately placed as to be able at every crisis to be fortified by "numbers". An amount of misconception seemingly prevails respecting the term "collective bargaining". "Collective bargaining" goes further than, for example, providing that a school staff may be privileged to appoint representatives from amongst themselves to negotiate with the School Board; it embraces the conceding of the right to nominate or appoint any person or persons whatsoever whether or not a member of the staff, be he layman, teacher or solicitor, to transact or negotiate business with the Board on behalf of the staff, or on behalf of any individual member on sanction and instructions of the group; it means the conceding of the right or privilege to a party to elect to transact his business either in person or by agent, even if the agent selected be a representative of the teachers' professional organization—just as any person is accorded the right to engage, say a real estate agent, to put through a real estate deal on behalf of his client—which is the

case with every other principal who feels that some agent is better able than he himself may be to negotiate a transaction with another principal. This is the *raison-d'être* of any organization and the denial of this right or privilege to collective bargaining is at the root of the school-board-teacher and Department-Alliance problems. It has been argued that it is not the function of the Government to obligate school boards to grant collective bargaining. Granted, but the reply to this is surely: The Department has no right to prejudice school boards against conceding that privilege or right by eliminating from prescribed agreements the provision for representation of the teacher by agent, a thing as actually existed until 1922. Again it is noted with regret that the Department through certain of its inspectors and officials have actually advised school boards that "third parties" are not to be recognized in matters involving termination of agreement and there have been cases of straight refusal to an A.T.A. representative, the duly authorized agent of the teacher concerned, serving as attorney for the teacher, to appear on behalf of the teacher, in matters of paramount concern to that teacher. It is sincerely to be hoped that a reversal of this policy is under contemplation. In its final analysis it simmers down to this: the lonely rural teacher must be left to meet unaided and alone the forces which may be arrayed against her. Considerable has been said concerning the boon accruing to the teacher from Section 157 of *The School Act* which provides for an "open season" for teachers during June. Certainly there were fewer changes of teachers during the teaching year since this Act was put into force in 1931, but is it not assuming too much to give Section 157 the whole of the credit? Is it not logical to assume that the great surplus of teachers has made teachers more anxious to "hold on" to their schools? Moreover it can be stated with a reasonable degree of certainty, that the "open season" resulted in dismissals by wholesale last June which would have been much less numerous had school boards still been under obligation to meet the teachers under the provisions of Clause 6 of the old form of agreement. Section 157 resulted in hundreds of experienced teachers being displaced in September last by less experienced teachers at a lower rate of salary; in fact, many experienced teachers are now out of positions, on unemployment relief, as a direct consequence.

Salaries Unpaid

The graph of salaries of teachers on page 15 of this issue shows that the position of rural teachers has become much worse during the last few months. Let us hope that "ground bottom" has been reached.

✕ The number of rural teachers who have not been paid their salary regularly is surprisingly large: in fact, the exception proves the rule that the school board owes considerable to its teacher. Surely something might be done to remedy this serious situation: for example, might not a consolidated fund be erected by the Government from which school boards or municipalities could obtain loans for the purpose of meeting payment of teachers' salaries?

Board and Room

It may not be generally known to what an extent the rural teacher is being imposed upon these days. One can

not exclude from consideration the serious economic position of the rural taxpayer or deny the fact that in a large number of cases he can not afford to pay the teacher more at the present time. However, numerous cases have been brought to our attention where school boards having a considerable balance at the bank have followed suit with the indigent school boards and are taking a mean advantage of their teachers through the "Law of Supply and Demand".

One would assume that with a salary cut of almost 45%, in large numbers of cases, with the type of board and room common in rural districts, the board consisting almost entirely of the products of the farm which are now so low in price, that the board and room for teachers would have been reduced proportionately. Such however is a false assumption.

Some weeks ago, a questionnaire was mailed to 1000 typical teachers asking for replies to certain questions including the following:

- (1) What did you pay for board and room in 1929?
- (2) What are you paying for board and room now?
- (3) What do you estimate was the cost to you of going through Normal School, including board and room, Normal fees, books, incidental expenses?

The answers received were as follows:

- (1) Average \$28.98
- (2) Average 25.37 Decrease of only 3.61 per month or 12.8%
- (3) Average 486.36

✕ These teachers are generally helpless in this matter for in many cases the one boarding house only is available and the landlady can charge just what she pleases, or if there be a change made the teacher is asking for trouble—come June. These farmers and farmers' wives seem to be unaware of the fact that first-class board and room can now be obtained in the cities, in modern houses for less money than the average now charged to rural teachers. The replies to this questionnaire were startling and it surely is not an irresponsible statement to make that, generally speaking, there is an imposition in this regard upon the rural teacher, which calls for redress. Yet another way has been discovered of levying toll on the rural teacher. Many rural school boards are "fortunate" enough to have a structure dignified by the name "teacherage", generally a small one or two roomed shack sold to or donated to the school board, hauled on to the school grounds, when its previous occupant, a pioneer farmer felt that time and circumstances demanded a real house for the family.

Teachers used to lodge no particular complaint at the type of residence accommodation provided, for the rare exception proved the rule that no charge was made and fuel and light were thrown in. About two years ago, however, the propensity for invention of some genius of finance in small things gave birth to a new idea—cut the teacher's salary still more but indirectly avoid the statutory minimum requirement by making teacher pay rent for the "shack". The idea soon "caught on" and spread like wildfire. Teachers are mulcted \$10.00, \$15.00 and often more per month—enough in many cases to buy the whole plant in less than a year. One might suggest that the whole field of investigation and ways and means of "increasing returns" of the

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rural teachers' salary has not yet been fully explored. Why not make a thorough job of it: for example, charge a ground rent, so much per month per square foot for the acreage covered by the shack, charge so much per pail of water drawn from the school well for domestic use by the teacher, and charge for the right of way from the highway to the teacherage, and wear and tear on the gate to the school grounds. Many of the teacherages of the better type were constructed with the aid of government grants for teacherages and it is not unreasonable to suggest that the Government should take steps to remedy this abuse.

From the foregoing it is evident that the rural teachers' cause has never before needed so much the mass weight of the whole profession.

Conclusion

It was very evident from the attitude manifested at the last Trustees' Convention that the teachers have few friends, these days to champion their cause or the cause of education in general. The teacher is the visible recipient of the taxpayers' money and as such he is regarded with envy, even dislike. Teachers' salaries are being cut, educational facilities curtailed, and the tide must be stemmed. The time of testing has proven that, at heart, a powerful section of citizens look upon education as a luxury, that they conveniently change their sense of values and rate the birthright of the child of deplorably low value. We now hear panicky cries of "Too Much Education": "Cut out the frills": "The burden for education is too great to be borne": "Cut down the length of the school term": "Lower teachers' salaries". The challenge to the teacher is to educate the public on education and do their part in urging effectively that first things be put first. Some teachers urge that the sole idea of their organization is to protect the teachers' salaries. Even if it were true it would be nothing to be ashamed of; the laborer is worthy of his hire anyway. The statistics shown in this report and the graph of teachers' salaries are surely evidence sufficient to prove that education, the pupils and the teachers, are not receiving due consideration. The A.T.A. has always stood in the van of all movements calculated to improve education and furthered professional idealism amongst the teachers and the raising of their scholarship and professional standards. Any unprejudiced investigator, examining the records of the A.T.A. or the Canadian Teachers' Federation, could remove all doubt on this point. The teachers must believe that public welfare demands and should be insistent on, standards of education, no curtailment of activities, or employment of teachers of lower standards and thus believing make confession of their faith by works, by organizing more thoroughly and speaking with a united voice as an enlightened, effective group of technicians. The crisis is real and all truly interested in education and the children are foolish to conceal from themselves the seriousness of the situation. Teachers at their peril must meet the crisis or the schools and the teacher will be crippled yet more. The powers of darkness are surreptitiously whispering in the councils of the powerful that the axe must fall on "too much education."

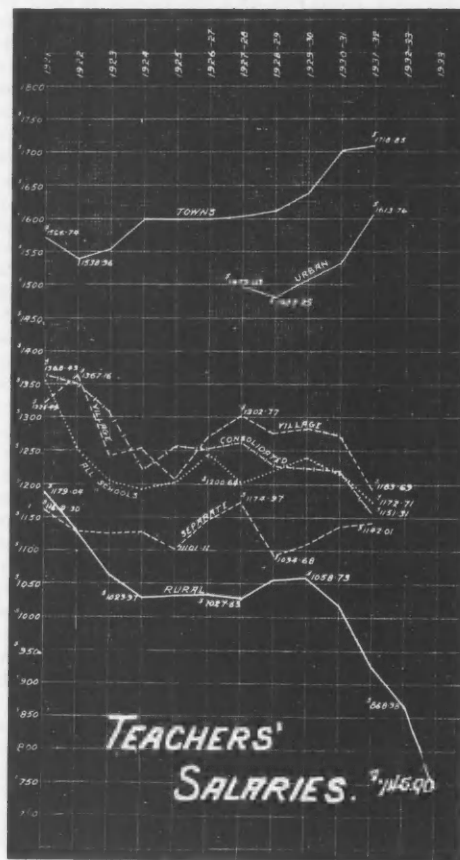
It is fitting to close by quoting a striking statement of our old friend Dr. H. M. Tory:

"The people who talk about there being too much education are wrong. It is a lie: it never was true. The greatest enemy of the human race today is ignorance, and we have got to fight for education for the next generation."

Teachers! Get right behind your organization. That is the only effective way to fight, save education and to nail that lie.

Respectfully submitted,

JOHN W. BARNETT,
General Secretary-Treasurer



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The World Outside

Current Events' Committee

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MISS R. J. COUTTS

Before this receives publication Canadians across the Dominion will have had the privilege of listening in to the Massey Lecture on April 18th delivered before McGill University by Sir Arthur Salter. *Interdependence* says "Sir Arthur will be regarded as an unofficial ambassador of what he has described as 'the most important experiment in government the world has ever made'. 'I believe' says Sir Arthur, 'with an unshaken and indeed deepened conviction that the predominance of the *collective* system over the forces of nationalism is an indispensable condition of the continuance of our civilization; that the principles upon which the Covenant of the League of Nations attempted to establish this system are fundamentally sound; that the public support for it in the world is sufficient, if properly utilized, to make it prevail; and that the problem of making the League universal either by the inclusion of the countries now outside it or by effective working arrangements with them is a solvable one. No generation of mankind has had a greater responsibility towards posterity than our own; it is a responsibility that we can discharge worthily if we will; but it will need all our effort.'" "The privilege of being associated with the first task of construction at Geneva Sir Arthur describes as the greatest good fortune of his life . . ." "Upon the accumulation of historic material whose accuracy and impartiality is accepted by students in all countries becoming part of the cultural inheritance of the youth of all nations can we hope for that knowledge and international understanding on which the future of civilization must largely depend."

—Mrs. Ira M. Byers, Toronto, in *Interdependence*.

The dispute between Norway and Denmark in regard to the possession of a strip of land along the East coast of Greenland, referred a good many months ago to the World Court for discussion, has finally been awarded to Denmark. In this case international law has worked out successfully.

Australia has its territory enlarged by the addition of about a million square miles in Antarctica, put under its control. Recent flights to that land of ice and snow have robbed it of its mythical character. The air plane is a great explorer and air men eager to dare the dangers. Lincoln Ellsworth and Bernt Balchen make plans to fly the frozen sphere.

Japan has given notice of her intention to withdraw from The League. "She cannot do so," says *The Manchester Guardian*, "for two years and then only after fulfilling her obligations . . . One of these obligations is that she should undo the wrong which she has done to China in Manchuria and Jehol." It is conceded that Japan needs area for her expanding population. It is to such outworn methods so barbarous and brutal that which exception is taken.

An ancient poet spoke in poetic phrase of taking the wings of the morning to fly to the uttermost parts of the earth. To-day the wings of the airman circle the world and soar above its highest peaks. The urge to achieve, to test the power of planes to mount, of airmen to rise to unknown heights results in the accomplishment of the supreme feat by the Marquis of Clydesdale and Col. Blacker

who have topped the top of the world in their planes—one more example of the impulse and urge in man "to live dangerously" to do what none have done before.

In 1921 a climbing party marked out a route and staked camping places. Again in '22 and '24 attempts were repeated. Camped at the height of 25,000 feet, blizzards and storms overtook the climbers and the party having reached almost the height of 27,000 feet, frightfully frost bitten and struggling for breath, were forced to beat a retreat. The '24 attempt reached the height of 28,200 feet. Geo. Luch Mallory and Andrew Irvine neared the summit with the aid of oxygen flasks. At a point within 600 feet of the top they disappeared into the unknown. A climbing party at the present time is preparing with superior equipment to foot it to the top in the month of June. The icy heights of the storm giant still send out their challenge to test what human endurance and skill can do.

War clouds still threaten the International horizon. The Mussolini peace plan engages the four great powers to guarantee a ten year pact in Europe. There is some logic in such a guarantee, for it is with the great nations that the threat to peace lies, each guarding jealously what each considers the necessity of its situation, plus ambitions. But why usurp the authority of The League one might ask? To maintain peace is The League's function—its reason for being. The grouping harks back to pre-League methods. However, to get accord among "The Big Four" is the great problem. France looks askance at Italy's proposal, suspicious of that nation's revisionist policy—while Rome says France must cease depending for security on the military arm. What France calls security spells insecurity to neighbor nations. The present attitude of leading statesmen in France is more promising for peace than theretofore.

A notable departure from precedent marks the new administration of President Roosevelt, namely the appointment of Miss Perkins to the high office of Secretary of Labor, and that of Mrs. Ruth Bryan Owen as Minister to Denmark. This is a rare recognition of ability over discrimination of sex. The choice in each case seems to receive a very large measure of approval.

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The A.T.A. Magazine

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No. 9

Editorial

A STATEMENT OF FACT

Newspaper editorials and letters to the press have been brought to our attention, which tend to suggest the idea prevails that the A.T.A. is affiliated with the C.C.F. We suppose the hallucination resulted from the fact that Mr. E. J. Garland, M.P., and Mr. Elmer Roper, prominent leaders in the C.C.F. movement, delivered addresses at the Easter Convention of the Alberta Educational Association. For the information of others than teachers, it seems necessary to state: The Alberta Educational Association is *not* the Alberta Teachers' Alliance, nor was the annual convention of the Alberta Educational Association in any way officially connected with the Alberta Teachers' Alliance, although as a matter of practice and convenience the Alliance has always planned its Annual General Meeting to take place during Easter week, in the same building as the convention of the Alberta Educational Association. The Alliance Annual General Meeting commenced on the Monday, the convention of the Alberta Educational Association on the Tuesday and all other sessions of the Alliance were held *after* the close of the sessions of the Alberta Educational Association.

The A.T.A. includes in its ranks none but teachers. The Alberta Educational Association includes in its membership; teachers, Normal School Instructors, Inspectors of Schools and members of the public—all who are interested in education and who pay the convention fee of \$1.00. It had its own governing body, the Executive, with its own Secretary and planned its own convention, of itself and by itself. The Alberta Teachers' Alliance has its own governing body, the Executive Council and its own Secretary and, likewise, plans its own Annual General Meeting. The personnel of the two executive bodies was entirely different and the secretaries different persons also. Membership in the Alberta Educational Association did not give any standing whatsoever in the Alberta Teachers' Alliance nor, on the other hand; did payment of membership fees in the Alliance entitle one to call himself a member of the Alberta Educational Association.

The aims of the Alberta Teachers' Alliance as set forth in the Constitution are:

1. To advance and safeguard the cause of education in the Province of Alberta.
2. To raise the status of the teaching profession in the Province of Alberta.
3. To unite the members of the Society in an association for their mutual improvement, protection and general welfare.
4. To bring about united action on any matter of common interest to the teachers of educational institutions in the Province of Alberta, which are supported by Dominion, Provincial or Municipal Taxation.
5. To co-operate with teachers' organizations in the other provinces of the Dominion having the same or like aims and objects.

The Alberta Teachers' Alliance, Inc., is an affiliated organization of the Canadian Teachers' Federation which, in turn, is affiliated with the World Federation of Education Associations: hence, membership in the Alliance automatically affiliates the member with the World Federation of Education Associations and the Canadian Teachers' Federation—not with the C.C.F. or any other body.

* * *

Anent the subject of "prisms and prunes" advocates—would-be mentors of educationists on educational and political deportment—it might be well to re-iterate that educationists repudiate the suggestion that any party or parties—be they party politicians or "mother-in-law" interlopers—should dictate to educationists whom they shall or shall not welcome as speakers and honoured guests to their gatherings. All such injunctions they regard as insults to their intelligence and encroachments upon their prerogatives. Educationists refuse any longer to remain "in the world and yet not of it": they evidence symptoms of chronic nausea at continuing on this prescribed diet of skimmed milk and tasteless tapioca. They pay for the meal and insist on the privilege that goes with it, of sampling from the full menu, just such courses as their fancy dictates. If these mother-in-law "dog-nose-ticians" don't watch out, a real chamber of horrors may be planned: Just fancy! What editorials would appear in the certain newspapers, what letters would be inserted from "Pro Bonehead Publico", if an educational convention committees *succeeded* in securing Mahatma Gandhi bedecked in his full dress uniform, to deliver a discourse setting forth the cause of his beloved "untouchables". Village-pump tongue waggers would . . . well, use your imagination; the reflections are censored.

INCOME TAX AND TEACHERS

The correspondence given below should be of use to many of our members during this period when so many have received less salary in cash than they have earned from school boards. The ruling of the Provincial Income Tax Department will exempt many teachers from liability to pay Income Tax for the year 1932.

Alberta Teachers' Alliance, Inc.,
Edmonton,

April 25th, 1933.

The Superintendent of Income Tax,
Government of the Province of Alberta,
Qu'Appelle Building,
Edmonton, Alta.

Dear Sir:

The undersigned has received numerous communications from different teachers with respect to whether or not tea-

chers are required to pay income tax on "money earned" or on "money actually received".

This question arises from the prevailing economic condition resultant in non-payment of local taxes upon which the school boards of the Province must largely depend to keep the schools in operation. Many school districts have found themselves unable to pay salaries of their teacher in full. In not a few cases, considerable amounts are still due to teachers in the form of unpaid salary which was earned previous to the present Provincial Income Tax coming into operation. The following questions then arise:

- (1) Are teachers required to pay Income Tax to the Government of Alberta on the amount of salary earned (part paid and part unpaid) or on the amount of cash actually received during the year covered by the Income Tax Return?
- (2) Certain teachers have accepted promissory notes from school boards covering the amount of salary due and unpaid in cash. Will these teachers be required to be assessed for Income Tax purposes on the face value of these notes, if not paid during the period covered by the Income Tax Return?
- (3) In certain cases, teachers have received, and will continue to receive money from school boards, being salary unpaid but earned previous to the Provincial Income Tax coming into force. Will such teachers be assessed for Income Tax purposes on such amounts which, had they been paid previous to the coming into operation of the Income Tax Act, would not have been assessable?

Your early reply will be welcome.

Yours very truly,

JOHN W. BARNETT,

General Secretary-Treasurer.

Treasury Department, Income Tax Board

May 3rd, 1933.

Dear Sir:

This will acknowledge receipt of your inquiry of April 25th.

Generally speaking, salaries are assessed for income tax purposes on the basis of the amount earned. In view of the prevailing economic conditions the Department would accept a return from a school teacher on either an accrual or a cash basis. If the plan to report on a cash basis is chosen, then this plan must be followed in subsequent periods, or until such time as permission to file otherwise has been received from the Department.

Respectfully your,

E. M. GUNDERSON,

Superintendent of Income Tax.

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Local News

COLEMAN

The members of the Coleman Local held their monthly meeting on March 14 in Central School, with President Bessie L. Dunlop in the chair. The meeting opened with community singing. After the discussion of a few important business matters, the main part of the program took place. This was a debate: "Resolved that Motion Pictures are a Benefit in Education." Mr. Spielers and Mr. Cousins supported the Affirmative, and Mr. McDonald and Miss Haysom the Negative. Those who acted as judges were Mrs. Clifford, Miss Hote, and Miss M. Dunlop. The debate was thoroughly enjoyed by everyone, and the judges seemed to have some little difficulty in making their decision. However, the Affirmative won.

Next month there will be a short business meeting, to be held at the home of Mrs. Clifford; to be followed by a theatre party.

VILNA-BELLIS

The Vilna-Bellis A.T.A. Local held its monthly meeting on Saturday, March 18th, at Sunny Knoll School where Mr. J. Van Riper and Mr. Wm. Tkachuk were hosts.

A motion was passed to donate a silver cup to the St. Paul Musical Festival. Plans were discussed for a banquet to be held in the latter part of May. The meeting was concluded with an appetizing lunch and a few rounds of bridge. About thirty were present.

GLENDON

The Beaver River Local A.T.A. held a regular meeting at the home of Miss Anna M. Procyk, its President, in Glendon, on the evening of Saturday, March 25th, there being a good attendance.

After the reading of the minutes the meeting went into consideration of the proposed amendments to *The School Act* recently introduced into the Alberta Legislature by the Hon. Perren Baker, Minister of Education. The telegram from President M. W. Brock, asking for the support of the Local in the protest to the Department was read. The Local placed itself on record as protesting most strenuously against the proposed changes and approved of the action of its President and Secretary in sending Messrs. H. H. Dakin and J. M. Dechene, Members of the Legislature for Beaver River and St. Paul respectively, a message of protest against the proposed repeal of Sections 13 and 15 of *The School Amendment Act* of 1932 and the provisions to be substituted therefor. Support of the Local was also pledged to the School Festival to be held in St. Paul and it was decided that the contribution of a trophy would be made, to be awarded as the Festival Committee should decide. Mr. R. M. Sherk, the Secretary-Treasurer was elected Delegate to the Annual General Meeting to be held in Edmonton during Easter Week.

After the discussion which lasted until about midnight, Miss Procyk served a very tasty lunch and the meeting broke up in the wee small hours of the morning.

There are in the vicinity of Glendon a great many teachers who have been members of the A.T.A. but have allowed their membership to lapse. These are carried on our mailing list and it is hoped that they will place themselves in good standing and very materially increase the membership of our Local.

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OUR TEACHERS' HELPS DEPARTMENT

OUTLINES FOR JUNE

(Through the courtesy of the Calgary School Board)

GRADE I.

Reading

As many supplementary readers as possible.
Review difficult lessons in Book I, Canadian Reader.
Secure fluent, expressive reading.

Have pupils bring reading material from home and read to class. Create audience situation and require the pupils reading to hold the interest of the class.

Language

Oral Language Lessons: The expression of three or more ideas on subjects concrete or abstract. Examples:—(1) My Dog—What color is he? What is his name? What tricks can he do?

(2) The Snow—Tell what it looks like. From where does it come? Do you like it?

(3) Dressing for school—What do you do to your face and hands? What must you do to your hair? Do you brush your teeth every morning?

Talks: (1) Weather. (2) Nature study. (3) Health—Outdoor sports, picnics, swimming, etc. (4) Indian Life.

Pictures: Of Indians.

Stories: Hiawatha Stories; any other suitable stories.

Written Work: See Sheridan on "English", and Young & Emmott—"Methods in Elementary English."

Memorization

Selections from Hiawatha Primer; Bobby Shaftoe.

Arithmetic

Review all combinations and separations.

Secure accuracy and rapidity in column and horizontal additions to 10.

Varied applications in oral problems of pupils' number knowledge.

Have pupils compose problems.

Written problems as a phase of silent reading (answer only required).

Hygiene

General Cleanliness—At home—help mother keep house and yard tidy. Cleaning muddy shoes, hanging up coats and caps, cleaning basin after washing (dark ring in bathtub). At school—keeping desks, seatwork, floor, basement, yard and books clean and tidy.

General Suggestions—(1) Continual review is necessary. (2) Health Rhymes and Stories should be used wherever possible. Good material may be found in the Junior Red Cross Magazine. Splendid use may be made of dramatization. (3) For charts, posters, booklets and calendars see Course of Studies.

Nature Study

Butterflies: First seen; what they are like; what they are doing. Return of flies and mosquitoes.

Continue observance of birds. A nature study stroll for class. Holidays, rest; compare with rest of trees, flowers, etc. in winter time.

Short nature stories to be read each month.

Writing

Teach capitals: S. T. F.

GRADE II.

Reading

(1) The Outdoor Circus. (2) Matilda Jane. (3) The Dandelion (prose). (4) Supplementary Reader.

Literature and Memorization

(1) The Dandelion. (2) Review.

Review. Silent Reading may be taken from Supplementary Readers, blackboard lessons or Canadian Reader.

Language

Complete Review of Course, with special attention to parts presenting especial difficulty.

Citizenship

King's Birthday—This month we look forward to holidays. Care of picnic grounds. Clear up papers, etc. Avoid fire. Dangers and waste of forest fires. Never camp or picnic on closed property without permission. When on holiday, note new and beautiful things so that those at home may be told about them. Take advantage of the sunshine. Help Mother so that she may enjoy holiday. Obey all instructions so that you do not get lost or hurt. Dominion Day Exercises.

Arithmetic

Column addition into the 50's.

Multiplication tables orally to 30, as 3 nines, 4 sevens, 5 fives.

Addition may be extended to three columns of 6 or 7 addends per column. Adding of money will give variety. Review of measurements taught thus far.

Use of diagnostic tests and remedial exercises to insure that all pupils have mastered the basic number facts of this grade.

Nature Study

Animals: Buffalo, moose, deer. Black and brown bears.

Insects: Development of butterfly or moth from caterpillar.

Birds: Warblers, wrens, goldfinch, humming-bird, orioles, blue heron.

Plants: Six wild flowers—Roses, purple vetch, avens, harebell, tigerlily, gaillardia (brown-eyed Susan).

Three scrap-books—(1) Birds, (2) Animals, (3) Plants, Very interesting.

Physiology and Hygiene

Review.

GRADE III.

Reading and Literature

Silent—Library Books.

Oral—The Peddler's Caravan. The Boy's Song. The Orchard (Two). The Sand Castle.

Story Telling—Wishing Wishes. The Princess and the Pea.

Memory—A Wake-Up Song. Review.

Dramatization—Own Selections.

Language

Review of all work.

Citizenship

(a) Fire Prevention—picnics. (b) Profitable use of holidays. Nature Study—birds, insects, museums,—reading, etc. (c) Dominion Day—Canada's Birthday. (d) Stories: 1. The Foolish Pine Tree. 2. Eugene Field. 3. The One-eyed Pheasant (Gould). 4. Atlanta (Conduct Stories by Gould). GRADE IV.

Reading and Literature

Silent Reading—Grace Darling. Tent House.

Oral Reading—Devon Men. Balduz. The Hammer of Thor.

Literature—A Summer Storm. Children of the Empire.

Memory Work—The Colors of the Flag. Mr. Moon.

Story—Brier Rose.

Spelling

Review Year's Work: Memory Work Spelling.

History and Citizenship Talks

King's Birthday. Self-reliance—In school, in after life. Proper use of leisure—In home, in school. Review.

Geography

Review. Projects based upon features of outstanding interest to the pupils.

Hygiene

Social Hygiene—Keep good company, be fair in work and play; help others; be kind to animals, be polite; help older people; read good books; be cheerful and happy.

GRADE V.

Hygiene

Foods and Reviews: 1. Habits in eating. 2. Menu planning. 3. Review of the year's work.

Nature Study

1. One insect; Dragonfly, Bumble Bee, Wasp, Mosquito. 2. Two flowers: violet, rose, buttercup, dandelion, buffalo bean.

GRADE VII.

Spelling

(a) Any words in the Speller but not in the Course of Studies should be taught. (b) Review.

GRADE VIII.

Review in all subjects.

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Classroom Hints

GRADES I and II.

Nature Study and Silent Reading The Cabbage Butterfly

Soon we shall be putting little cabbage plants in our gardens. One day when you look to see how your plants are growing, you will notice little butterflies which have come to visit the cabbages too. The butterflies are of a grey white on the upper side of the wings. Underneath they are yellow. There are pretty black spots on the wings. The spots are small. Try to find how many spots there are. (Usually one on the front and one on the back wing; the female has two spots on the front wing). They seem to be playing a game of tag and to be chasing one another among the cabbages. You will think them very gay and pretty. Mother and father don't like the butterflies so well. Do you know why? The butterflies are looking for a place for their eggs. The cabbage leaves are the very best food for the little green worms that come out of the eggs. The worms eat the cabbage leaves. The worms would starve without the cabbage leaves. They make holes in the cabbage leaves. They would soon spoil the plant because they like the little leaves a the centre best. That is why mother and father try to kill the cabbage worms. They throw poison dust on them. Many birds eat the cabbage worms. Let me tell you a strange thing. The little worms that escape mother and father and the birds make a little home for themselves under a board or leaf or stone. You would need to look closely to find one. They sleep all winter, and come out again next summer changed into butterflies.

Exercise. Read as often as you need to to do the following: (1) Draw and color a picture of the cabbage butterfly. (2) A man begins as a baby, grows to be a boy, then a man. Tell the story of a butterfly like this: eggs are laid first, then come out of the eggs; the worms become (3) Draw a picture of a cabbage worm. to show why mother and father dislike the cabbage worm.

The Tiger Swallowtail

(Adapted from an exercise by Lina Johns and May Averill)

The cabbage butterfly lives near the ground. He is easy to see, but look up in the air! What is that? It is a big yellow butterfly. It is the Tiger Swallowtail. If you could catch it or watch it on a flower, you would see the tails on its wings. They look like the Swallow's tail. The wings have black stripes on them. They look like the Tiger's stripes. The Tiger Swallowtail flies high among the trees. This big butterfly flits around the flowers. It likes the lilac blossoms. It drinks their honey. In order to reach down to the honey it uses its little black pump. All butterflies have pumps. The egg of the Tiger Swallowtail turns into a caterpillar, not a green worm. This caterpillar likes to eat the leaves of trees. Look in a birch tree, a poplar tree or a wild cherry and perhaps you will find one. Each caterpillar makes a silk hammock. He fastens his hammock to a twig. Soon the caterpillars are fast asleep for the winter.

Oral Questions on the Story. 1. What color is the Tiger Swallowtail? 2. Have you ever seen this butterfly? 3. What can you tell about this butterfly's tail? 4. Why is this butterfly called the "Tiger Swallowtail"? 5. How does it get its honey? 6. What flowers does this butterfly like?



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7. What kind of leaves does the caterpillar eat? 8. Have you ever seen the Tiger Swallowtail's hammock?

GRADE II. Nature Study and Silent Reading Birds—The Wren

I. (To the Teacher: this little silent reading lesson could introduce the study of the wren. Put a simple sketch of a bird house on the blackboard together with the reading material and let the children work at the lesson as seat work.)

Blackboard material: This is a bird house. See how small the door is. It must be the home of a very little bird, if he is to get through a door like that. Do you know him? His friends, and he has many of them, listen for his song. Have you ever heard water ripplink over stones? Those who have heard it know there is a song in this water. That is something like the song of this little bird. He wears a brown coat. Anyone could tell you that he is a brave fellow. You could see it yourself by his saucy little upturned tail. His name is almost as little as he is himself. It is W - - N. Have you ever tried to make a home for this little fellow in your back yard? He likes a little house that swings in the wind from the branch of a tree.

Exercise for the pupil (Multiple Choice): 1. This little bird's song is like (a) a hammer on grass, (b) a drmkstick on wood, (c) water running over stones. 2. He wears (a) his grandfather's hat, (b) a brown coat, (c) a necktie turned backwards. 3. You will know him by (a) his long forked tail, (b) his peacock's feather, (c) his little upturned tail. His name is

II. To the pupil: Here is a story to read.

The Wren's Nest.

A pair of wrens began nest building early one spring morning. First of all Jenny Wren flew to the garden fence and sang a song. Then she flew to the hitching post and sang a song. Then she flew to the poplar tree to sing again. At last she flew right to the little wren house in the wild cherry tree where she sang song after song. She was happy that it was spring and that she was going to begin her home for the summer.

Then the work of the nest building began. Jenny flew to the ground to pick up a weed stem to put into the bird house. She stopped long enough on the little porch to sing a song. Soon another stem was found and song was sung. The little bird worked hard and fast, bringing one grassy

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stem after another. She poked them through the little round hole. Sometimes the stem was long and would have to be put in the little house just the way you would have to put a long piece of board through a doorway. Sometimes a very long stem would not go in the hole, and was dropped to the ground.

Where has Jenny Wren gone? She is inside the little house building the outside of her nest. Now she wants something very soft. Watch the fluff of your clothes line or some little strings that are on the ground. Where will she put those?

Jacky Wren when he had finished helping provided music from a near by poplar.

What birds have you seen building their nests?

III. Feeding Her Young

Jenny Wren is very busy now. Every two or three minutes she lights on the porch of the little wren house. She has caught an insect, a beetle or a grasshopper. Perhaps she has found some small winged flies, a caterpillar or a spider. What will she do with it? You have probably guessed that there are baby wrens inside the little house and you are right. A few days ago there were six very small eggs in that soft little nest. The eggs were speckled with light brown. To-day there are four hungry baby wrens. Mother Wren gets up at four in the morning to begin feeding her babies. All hungry little babies wake up early in the morning, and Mother Wren has four. She does not finish feeding her babies until after the sun has set. Then Mother Wren's wings come to rest.

Exercise involving story II and III. (1) Here are words that tell about the wren's nest building and the wren's feeding her little birds. Make two lists, one headed **Jenny Wren's Nest** and the other **Feeding Her Young** and put everything here in its right list: weeds, grasshoppers, grass stems, fluff from the clothes line, caterpillars, spider, winged flies, beetle, pieces of string. (2) Rewrite and fill in the blanks in this story from the following list of words: winged fly, fluffy, sunset, speckled, busy, insect, grass. Mother Wren likes to line the inside of her nest with something Then she lays her little brown eggs. When the little wrens are hatched, Mother Wren is very She must make a great many trips to feed her little birds. I doubt whether you would like the baby wren's breakfast. Probably it will be a or an Mother Wren is busy till after

Nature Study and Silent Reading

The Baltimore Oriole

In the bushy hollow beside our house, I see a flash of orange. Then I know that the Baltimore Oriole has come back, for his coat is black and orange. Sometimes he is called the "Fire Bird" because of his gay dress. His little wife dresses much more quietly. Even when I am busy planting seeds in the garden, I know he is down there by the creek for I can hear him sing. It is a very clear little tune. Can you whistle it? (1 1 3 2 1 (35)—1 1 3 2 1 (35)). So many birds build their nests on the crotch where two branches of a tree join, but the oriole hangs hers near the end of a branch. There is great safety there. Her nest is a deep cup or basket that swings in the breeze. Mother oriole would love to weave a piece of brightly colored string into her nest if she could find one. When the little orioles are still young and Mother oriole is getting their food, Father oriole may often be heard singing from a nearby tree. He is keeping watch.

Exercise. Dear me! Now that I have read all about the

wren and the oriole, I don't know which is which. Could you help me? Put down "wren" at the head of one list and "oriole" at the top of the other and sort out all the things that tell about the wren under one heading and the oriole under the other.

Nature Study and Composition

The Blue Heron

Here is a riddle. Can you find the answer? I am a big bird. I live near the lake. I stand in the reeds or on a rock along the shore. I like to fish alone. I stand so still in the grey water, I might almost be thought the dead branch of a tree. I watch for a nice little fish or frog for breakfast. My feathers are blue gray like the water and the little fish don't see me. As evening comes I lift my feet out of the water—splash, and fly slowly away across the lake.

Exercise. Watch any bird carefully and then write an interesting little riddle for the rest of the class to guess. It need not be as long as mine.

GRADE III.

Oral Reading

The Boy's Song

Introduction to the general idea of the poem; approach through the pupil's own experiences. Teacher tells of hers to stimulate conversation. Teacher: When you have a holiday or have time to play after school, where are the places that you like to go? In the spring when I was in your grade, I used to visit a patch of hemlock where the wild blue phlox grew. When June and July came we went from one strawberry patch to another. There was one patch just beyond the garden, but the biggest strawberries grew near the trees in the middle of the field. In the fall I always went to see a patch of wild asparagus fern with its red berries. Where do you like to go in the spring? Summer? Fall? "The Boy's Song" is the story of this boy's favourite haunts.

Read the 1st verse silently. Are any of his favorite spots shown in the illustration? "lea" (blackboard). This is a meadow. The boys probably had to cross a meadow to reach the river. (a) When you read this aloud you must see those places that these boys liked to go. Tell me the words that helped you to see that picture (pools, bright, deep, gray trout lies asleep, river, lea). (b) Say these words: bright, deep, trout, asleep. (c) Remember the boys are happy in thinking of these favourite haunts. Sit up straight; breathe deeply; read the 1st verse in chorus for practice.

(Example of teacher's comment: 1. I couldn't tell from your reading that there was sunlight on the pools. What word tells you that? 2. Remember that this is a song. You can hear it in the last 2 lines particularly. Teacher reads to illustrate). Individual reading might follow.

Read 2nd verse silently. Where would you go to find blackbirds? The Hawthorn (blackboard) is a flowering tree. I don't know of any in Alberta. Have we any flowering trees here? Do you know where they are? What time of year does this verse describe? How do you know? (nestlings on blackboard). This is Billie's Spring Song. Take a moment to practice the verse silently. Reading and teacher's comment to follow.

Third verse. Read silently. What time of year is this? Why do you suppose Billie and his friend particularly like the fields that have been cut closely? (Perhaps the turf is more velvety there.) What fun can be had in thick, cut hay? Have you ever tried following a bee home? **Trace** (blackboard), is the word used here. These boys have done some interesting things. Say these words: clearest, greenest, thickest; there to trace the homeward bee. Chorus or individual practice.

Fourth verse. Can you guess what time of year would be described in this stanza? Read silently. Were you right? What do the boys like to do in the fall? The **hazel** (blackboard) is a nut tree. Why do you suppose the boys want to go where banks are steep? Where are the shadows darkest in a woods? **Clustering** (blackboard) the hazel has 2 nuts together usually. Say these words: hazel, steepest, shadows, deepest, clustering.

For complete reading of the poem. Have pupils select and prepare to read (silently) the verse they like best, and read in succession orally. Chorus work could be most satisfactorily used here. The class could join in the last verse each time as a refrain, and the happiness of the poem and its singing quality could probably be best maintained in that way.

Composition. Write your own boy's or girl's song about your favourite haunts. Your poem does not have to rhyme remember. Perhaps you will want to draw a picture or two to go with it.

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GRADE IV.

Silent Reading
Grace Darling

I. Preliminary work. Would it assist the pupil's ease and pleasure in reading to study the unfamiliar nautical vocabulary in advance? Could you make use of a simple black-board sketch of a ship or picture of a ship to make clear the meaning of bow, stern, amidships, helm, windlass, fore-castle, and to use this opportunity for discussing methods of propelling ships—sail, engine, and how control of a ship's direction is lost if her power goes. (You must paddle hard in a current if you wish to be able to steer a boat), and the purposes of lighthouses.

II. Rapid silent reading for the major events and central idea of the story. E.g. Example questioning (oral): Who is the heroine of this story? What did she do that makes her the heroine of the tale? Why would the rescue of these shipwrecked mariners be regarded as a brave thing to do? (What was there about Grace's action that required courage?) How had the ship come to be disabled? Identification of the objects and the people of the illustration on page 276.

III. Minor features of interest: (a) lighthouse life (make a comparison with the story of Captain January and Star Bright's making a comparison of Imogene, the cow). (b) Enlargement of vocabulary: make a list of all the words and phrases that help you to understand the dangers of a storm at sea, e.g. stiff breeze, thick sheet, gale, murky sky, etc. Make the list as complete as possible, study the words and look them up in the dictionary until you are familiar with them and are sure of their meaning. Then write a paragraph that might be the beginning of a story like that of Swiss Family Robinson, telling how the family of your story got wrecked on their desert island.

GRADE V. Some Paragraph Review Work.

A. Among the birds who go South for the winter, the bluebird is one of the very first to come back to us. He arrives when the days are still cold, perhaps while there is yet snow upon the ground. His beautiful blue coat is always a delightful surprise to the eye; and perhaps because he comes at the time of budding spring when the world seems so full of promise, he has been called the "Bird of Happiness". Bluebirds make us think of robins for they so often come about the same time, in the spring. No bird of our continent is better known than the American Robin with his red breast, sprightly ways and cheerful song. Much of his time is spent hopping about on the ground searching the lawn and meadow for grubs and worms. He is not afraid to build his nest in a tree near the house, and while Mother Robin keeps the eggs warm, Father Robin makes the air vibrant with his cheery song.

Exercise. This is a poor paragraph from the standpoint of unity. Into how many paragraphs should this piece of writing fall? Where should the division or divisions come? Why? There are a number of ideas presented in the text that are not fully enough treated to make up paragraphs in themselves, e.g. the bluebird's coloring. What other ideas can you find in the text that could be expanded into a paragraph? Select one of those ideas and enlarge it into a properly unified paragraph.

B. One of the hardest things to do successfully in writing compositions is to expand a simple idea into an interesting paragraph. That is because our minds are lazy about gathering in all the ideas that really belong to the subject. Perhaps "Chimney Smoke" would seem to you a subject that would be difficult to expand into a four or five sentence paragraph, but let's just begin to collect ideas and perhaps we shall see that there is quite a good deal that one might choose from. Chimney smoke is a weather vane (points the direction of the wind): it helps to indicate temperature—goes straight into the air on a very cold morning: it tells you all sorts of things about your neighbors—when they get up to light the kitchen fire for breakfast, whether they are at home or away on a visit, when the bachelor neighbor has come in from his work in the fields for the evening: it makes houses come alive, the way a light does in the window. Its coloring: blue if wood smoke, black and heavy if soft coal, white on a frosty morning. You could probably think of others.

Exercise: Jot down sufficient ideas to construct a paragraph about a telegraph pole, or dust. They seem to be most unlikely subjects. What can you do with them?

C. Read carefully this short account of railways. (Adapted from "Fundamental English", Ballard). 1. Railways, as we know them, are about a hundred years old. 2. The first railway for passengers was opened in the year 1825. 3. It ran from Liverpool to Manchester in England. 4. Before very long railways spread all over the world. 5. The locomotive that drives the train was invented by George

Stephenson. 6. His first locomotive, The Rocket, was much smaller and much less powerful than a locomotive of to-day. 7. We think of trains as being mainly useful to carry passengers quickly from one place to another. 8. But trains have many other important uses. 9. People who live in large towns could not get sufficient fresh food if it were not for trains which bring it rapidly from distant parts. 10. Fish, for instance, is brought daily from Prince Rupert to Calgary and Edmonton. 11. Milk, too, is carried every day into larger towns from distant farms.

Exercise. Now write three paragraphs about railways.

D. (From "Fundamental English"—Ballard). 1. There are two kinds of sparrows, the house sparrow and the hedge sparrow. 2. The hedge sparrow is like the house sparrow in color only; in shape he is like the robin. 3. When we speak about the sparrow, we generally mean the house sparrow, because we so often see this kind about our homes. 4. The sparrow is not a good singing bird, but he has a very cheerful chirp, and is often heard twittering. 5. In town he is a dingy little bird, for the smoke dims his colours. 6. His head and his back are brown, but his cheeks and his chest are pale grey. 7. He is very daring and very clever. 8. He does not readily make friends with children; he is afraid of them. 9. He is, however, fond of the company of other sparrows. 10. In the very dry weather he may be seen taking a dust bath in the street. 11. That is how he cleans his feathers. 12. He generally makes his nest in holes in a wall, or in any sheltered nook about the house. 13. The sparrow feeds on insects, caterpillars, grain, seeds, and little scraps of food that come from the houses. 14. The young birds are fed on caterpillars.

Exercise. Now write three paragraphs about the sparrow. You will need to select from the ideas given in the 14 sentences above.

GRADE VI.

History Review

Could you base your review of the Tudor Period on the phrase "the pushing back of the world frontiers" (page 137, Course of Studies) and enlarging that idea throughout your lesson? I thought it might be done like this: Cover the map on page 12 of your geographies with a piece of paper that will allow you to see the outline of the map with reasonable clearness. With France as centre and a radius of roughly a little less than half an inch, draw a circle. This represents in a fashion and will make clear the point that there was a comparatively small circle of known and civilized world just before Columbus' epochal discovery. Have the pupils cut out this circle. There it is—the known world! With the Mediterranean Sea as its hub and centre.

Then came Marco Polo with his amazing accounts of the wonderful wealth of the countries to the far East; and the world's frontiers and men's minds reached away out to the East. Have the pupils cut a flap of paper about 2 inches long by an inch wide that will disclose the "fabled" East. The flap should have its open end bordering on the circle. On the flap write Marco Polo. Carry the idea through with two pie shaped wedges with their points running to the circle from North America to indicate the field of discovery of Christopher Columbus (the lower wedge) and the Cabots (the upper wedge). Vasco da Gama could be credited with Africa as his contribution to the broadening horizons of the world and Magellan with South America, in similar diagrammatic fashion. The idea might serve to fix the essentials of this period of History.

Accompanying Ideas. (a) World was enlarged geographically (cf. explorations of the North and South Pole of our own day). (b) World interest was enlarged: People (1) Chinese and Eastern peoples, (2) Negroes (note later slave trade) (3) Indians of the Americas. (c) Trade enlarged: gold (fabulous), silks, spices—from the far East, furs and gold of the new country.

GRADE VII.

Thought Work Review—Arrangement of Ideas

The Locust

It is almost impossible for anyone who has not seen a plague of locusts to realize their size and numbers, and the horrors of living for weeks at a time in a country where locusts fly into your face, enter your house, and even drop into your food.

When a locust "cloud" looms on the horizon in Africa hundreds of Arab and Spanish laborers (overseers, and even wealthy French landowners themselves, and semi-naked Arab children go into the fields and walk abreast in an almost straight line, beating old wooden pails, empty boxes, a vegetable can, or a drum, or blowing a tin trumpet or twirling a policeman's rattle. Each person or child walks in a furrow, attempting by deafening noises to keep the locusts from settling.

If, however, the locusts do succeed in alighting, nothing can drive them off, usually they take wing again the following morning—after stripping everything green from the landscape unless the time has arrived for the female locust to lay her eggs. The female digs holes in the earth two or three inches deep, in which she deposits from sixty to seventy eggs, enveloped in a glutinous secretion, shaped somewhat like an ear of wheat.

Men have to plow and spade every inch of the ground when eggs are laid, for the nymphs, hatched from the eggs, are more destructive than the locusts, and the only way to prevent the eggs from hatching is to uncover them and leave them in the open sunlight.

The period of incubation is twenty-one days; then tiny creatures, called nymphs, crawl out. They remain quiet for two days and then begin to eat. They eat and eat and eat and eat. Men with torches burn the nymphs by the millions, but they crawl out of the earth faster than the hand of man can destroy them. The first one to come out takes the lead, and the others follow in swarms many feet wide. They make a curious noise, like the sound of the sea.

It seems incredible that a thing so small and so insignificant is so difficult to destroy. Build great fires and the swarms of crawling, wriggling nymphs will smother them, those in front being burned by millions, and those in the rear pushing on and passing over the burned bodies of the leaders. They will block and fill up a sluggish African stream, and the millions in the rear will pass over unharmed.

The Government sends troops to aid in the defence, for it means ruin and starvation to thousands of people, besides heavy money losses. Great trenches are dug and the nymphs fall in, and when the trench is three-fourths full, kerosene oil is poured on the locusts and they are set afire, or else earth is thrown on them to a depth of about two feet. They can crawl out of the earth if only covered with a few inches, but when deeply covered they smother to death.

(The text is from "The Geographic News Bulletin" of April 4, 1932)

As this text is too long to be written on the blackboard and would take a long time to mimeograph, perhaps the pupils of your Grade VII (2 or 3) could use the magazine in succession. Perhaps you have been wise enough to subscribe to "The Geographic News Bulletin."

Exercise. (1) Complete the following outline. I. Locusts are a real plague. II. Ways of meeting the plague: (a) noise to keep the locusts from alighting, (b) plowing and spading the ground where eggs have been laid, (c) etc. III. (What should this heading be?) (a) When they have once alighted nothing will drive them off, (b) Nymphs come out of the ground faster than they can be destroyed, (c), etc. (2) In what way does the order of this account (the text) differ from that of the outline? Do you see any reason for the change of idea order to be found in the outline? Do you think the order of the outline would be equally good as that of the text for a written narrative? (3) Select either heading II or III and write a paragraph involving the material under that heading. Put the ideas in your own style, use as great a variety of sentence structure and wording as possible, and arrange your ideas to secure as interesting an effect as possible.

The Circus—A World Geography "Lesson" on a Vacant Lot

The schoolboy who asks his teacher, "Please, Ma'am, may I be excused from school to-day to go to the circus and study Geography?" is not stretching the truth as far as it may seem. There is more actual Geography within the narrow borders of Spangleland, now moving out of winter quarters for another season on America's vacant lots, than in any similar space on the face of the earth. From every continent come its citizens, their faces turned toward the open road where lies the winding trail of the big tops.

Dainty horseback riders from France and handsome Russians from the steppes; pink-cheeked athletes from Great Britain and Scandinavia; flashing brunettes from Italy, Mexico and Sunny Spain; blond Germans with iron bodies; almond-eyed maids from Yokohama and Nagasaki; sun tanned shiekhs from the sifting sands of Arab; whip-crackers from Australia, and hard riding cowboys from the western plains—all owe allegiance to "the country that moves by night".

Circus people receive a geographical education that might well be the envy of everyone who would broaden his mental horizon. The big show covers thousands of miles in a single season visiting dozens of states and frequently foreign cities. The history and geography of America is an open book to more than one old circus trooper whose actual schooling ended with the seventh or eighth grade.

To towns and cities too small to have a zoo, the animal tent, or menagerie, of the circus carries a valuable lesson in

zoology. Under a single spread of canvas may be hundreds of animals and birds—tigers from Bengal, lions and leopards from Africa's tangled jungles; tall, silent giraffes from the open stretches of Ethiopia; hippos from north of the Transvaal; tiny monkeys with pathetic faces and delicate lungs; llamas from the mountains of Peru; pumas from North and South America; sea-lions from California; wise, friendly elephants from India. Australia contributes the Kangaroo, Africa contributes her "sassiest" circus subject in the Zebra, who thinks with his hind legs and learns the simplest tricks with extreme reluctance. The animal keepers call the Zebras "convicts" and a question yet to be settled is whether a Zebra is white with black stripes or black with white stripes. ("Geographic News Bulletin", May 2, 1932.)

Exercise. A. Outline this account of the circus as a Geography lesson. Hints: (1) There is one general idea that the whole account develops. Find it first and use it as the heading of your outline. (2) You will find three main ideas that elaborate your general idea or heading. (a) Mark first of all, the sentences in the text that contain these ideas: (b) Put those ideas in your own wording in shortened form.

B. These are the headings used by the Geographic article: The Circus, A World Geography "Lesson" on a Vacant Lot, (in big print); Handsome Russians and Almond-eyed Maids of Nippon, (in small print); Animal Tent a Travelling Zoo, (in small print). This is a newspaper style of outlining: (1) Point out two good features of this style; (2) Criticize one feature of this outline.

C. Paragraph structure: (1) Which paragraphs seem to you to illustrate the teaching that a paragraph should contain one central idea, which is elaborated throughout the paragraph? (2) Would you feel like criticizing the construction of any paragraph? Would you, for example, feel like transposing a sentence from the end of one paragraph to the beginning of the next?

Some General Ideas that Would Apply to Your Whole School Writing

Do you ever use bits of poetry for copy from the blackboard as a seatwork writing exercise, while you are teaching other lessons? Give blackboard directions as to what exercises you wish the pupils to practise as a preliminary and follow with a few lines of an attractive bit of poetry. A fine line or two attracts the class as a worthwhile bit of practice writing, and you are introducing them to some interesting poetry at the same time. The writing exercise book then becomes something worth keeping permanently and consequently worth keeping well.

(1) Do you know Patrick Kavanagh's poem of the spring from "The Ploughman"? Here are two stanzas:

I turn the lea-green down
Gaily now,
And paint the meadow brown
With my plow.

Tranquillity walks with me
And no care.
O, the quiet ecstasy
Like a prayer.

N.B. If a stanza such as the second one needed explanation, make it one very brief feature of the opening exercises for the morning.

(2) Do you like the second stanza of Marjorie Pickthall's *Cowslips*? (The first stanza ends,

"If I were dead a long time I'd wake to hear them pass
The ragged cowslip-settlers all scented of the grass").
Gold, Gold,
Treasure for the tired heart, memory for the old,
All the years of loving, all the days of grief
In the dapple of the blossom and the dew upon the leaf.

(3) Here is the Canadian stanza (a spring one) from Kipling's "Buy My English Posies."

Robin down the logging road whistles "Come to me!"
Spring has found the maple grove, the sap is running free.
All the winds of Canada call the ploughing-rain.
Take the flower and turn the hour, and kiss your love again!

The Out of Doors in General

Have you sufficient blackboard space to keep a record of the names of the wild flowers as the children find them, perhaps the place where found, the date? I remember one of my teachers writing the name of the flower in the characteristic color as found, and the picture of that blackboard and the interest it evoked in wild flowers remains a pleasant and vivid memory. The same could be done with birds.

Do you want any little animal poems for your junior grades' Nature Study?

- (1) **Brown bunny** sits inside his burrow
Till everything is still,
Then out he slips along the furrow
Or up the grassy hill
- You see some little streaks and flashes,
A last sharp twink of white,
As down his twisty hole he dashes
And disappears from sight.
—Edith King.
- (2) The **burrowing mole** lives under the ground,
Day in and day out, all the changing year round;
Like a train in a tunnel, in darkness he goes,
And makes his own track with his feet and his nose.
—Edith King.
- (3) The other day to my surprise,
I saw a **beetle** blue
Spread slowly out, and fly away—
I never thought he flew.
- I see, he wears an overall
To shield his gauzy wings,
As I put on a pinafore
To save my Sunday things.
—Edith King.
- (4) The **hedgehog** is a quiet little beast
Who likes a quiet wood,
Where he can feed his family
On proper hedgehog food . . .
- He does not need to battle with
Or run away from foes,
His coat does all his work for him,
It pricks them on the nose.
—Edith King.

These poems are from "Fifty New Poems for Children", Basil Blackwell, Oxford.

Composition Review for All Grades

At this time of the year it is a good plan to take stock and find out what our pupils are able to do in speaking and writing in an interesting way. Recently Professor M. E. LaZerte, Ph.D., of the University of Alberta and also of *The A.T.A. Magazine* Research Department published some interesting material along these lines. He pointed out that pupils of Grade IV showed as much ability in using sentences as pupils in Grades VII and VIII. Let us get at the root of this implication and try to find where the trouble lies.

Examine the three paragraphs below. The first is written by a Grade II pupil, the second by a Grade V pupil and the third by a Grade VIII pupil.

An Indian Baby's Cradle

An Indian baby's cradle looks like this. It is made with skins and trimmed with pretty beads. It is lined with soft, dry moss. His mother sometimes hangs him on a branch of a tree, and sometimes carries him on her back. I'm sure he likes his cradle.

A Sudden Change

One beautiful morning in June the sun was shining brightly, the birds were singing merrily and everyone seemed to be very happy. Not a breath of wind could be felt and all nature seemed to smile. In about half an hour a strong wind began to blow and then, all of a sudden, a big black cloud hid the sun. Then came a tremendous hard rain which sounded like someone hammering on the roof. After lasting for about twenty minutes it suddenly stopped, and soon the sun was shining and smiling in its place again. The birds took up their interrupted song, and the June air was fresh and sweet.

My Hobby

Swimming is one of the most pleasant, interesting and healthful hobbies there is. It is pleasant for this reason. You may go in swimming on a very hot day but you always feel cool and refreshed when you come out of the water. It is interesting because there is always some new dive, stroke or game to learn. It is healthful because of exercising every muscle in the body. In an outdoor pool you get the tan from the sun which is very good for you. It is great fun playing water polo, tag, etc. You have to swim before you can dive and diving is great sport. For these reasons swimming is my favourite hobby.

When you have finished reading you will probably say to yourself that these three are a very good standard of written composition for the Grades they represent. Now look through the paragraphs again and you will find the

following: 1. The sentences are in the form of a statement. 2. The sentences are usually written in the grammatical order of subject, predicate and object. 3. The sentences in each piece of writing are of fairly uniform length. 4. There is little effort made to arrest the reader's attention.

Now ask yourself this question: If novels, poetry, and other books were written in this style how many of us would bother to read them? Correct English? Yes. Interesting English? No. What is the matter?

Where are the tools our language gives us for securing emphasis, for making people read what we have to say and for impressing what we have to say on their minds? Where are: 1. Exclamatory sentences. 2. Interjections. 3. Questions—Interrogative sentences. 4. Sentences written in inverse order. 5. Repetition of important adverbs, adjectives, etc. 6. Comparisons. 7. Variety in sentence length and structure? Oh! we say, I have taught all these. True, but have the children been properly encouraged to use them in oral and written composition? It seems as though we have given the child the tools but not required him to use them. Let us illustrate the possibilities of vivid English in the three paragraphs given as illustrations. We shall put to use some of the tools that have, perhaps, been lying idle and gathering dust and rust.

An Indian Baby's Cradle

Have you ever seen an Indian Baby's cradle? I have! It looks like this. What soft skin it is made of! See the pretty beads it is trimmed with. How soft the lining of dry moss is! His mother sometimes hangs him on the branch of a tree and sometimes carries him on her back. I'm sure he likes his cradle.

A Sudden Change

What a beautiful June morning it was! The sun shone brightly and the birds sang merrily. How happy everyone seemed to be! Not a breath of wind could be felt and all nature seemed to smile. Half an hour later a strong wind began to blow. All of a sudden a big black cloud hid the sun. The rain fell in torrents a few minutes later. How it hammered on the roof! After twenty minutes it stopped as suddenly as it had started. Soon the sun was shining in its place again, and the birds took up their interrupted song. How sweet and fresh the June air was after the storm!

My Hobby

What a pleasant, interesting and healthful hobby swimming is! Pleasant for this reason; you may go swimming on a very hot day, but oh! how cool and refreshed you feel when you come out of the water. Interesting because there is always some new dive, stroke or game to learn. Healthful, because of exercising every muscle in the body. What a healthy tan one gets from the sun in an out-door pool! What fun to play water polo, tag and many other water games! You have to be able to swim first before it is safe to dive. How thrilling it is to shoot through the air from a high platform and cut the water neatly in a perfect dive! Do you wonder that swimming is my hobby?

Geography

Perhaps you noticed Professor LaZerte's article in "The Educational Research Department" of *The A.T.A. Magazine* April issue, on map interpretation. It occurred to me that you might try this test as a review in Geography. It is amazing how many children have little or no idea as to compass directions when dealing with maps. This, too, is a good practical test on the recognition of islands, peninsulas, isthmus, capes, bays, straits, deltas, etc. Sometimes we even find a pupil who cannot decide which of the map represents land and which water areas! The test goes outside the regular Course of Studies in its scope and presents a happy variation for review.

If you haven't a duplicator or hectograph ordinary carbon paper will make copies quickly and almost everyone has some on hand.

One excellent feature of this Interpretation Test is that it will whet the pupil's desire to understand all the questions dealt with whether they apply to this Grade or not.

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